DOCUMENT RESUME

ED 353 849 FL 021 017

AUTHOR	Curtain, Helena
TITLE	An Early Start: A Resource Book for Elementary School Foreign Language.
INSTITUTION	ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	93
CONTRACT	RI88062010
NOTE	109p.
AVAILABLE FROM	ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037 ($10.50).
PUB TYPE	Guides - Non-Classroom Use (055) -- Information Analyses - ERIC Clearinghouse Products (071)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Curriculum Design; Educational Policy; Elementary Education; *FLES; Immersion Programs; Language Research; Models; *Program Descriptions; *Program Development; *Program Implementation; *Second Language Learning; Second Language Programs; State Programs; Statewide Planning; *Teacher Education
IDENTIFIERS	Georgia; North Carolina

ABSTRACT

This resource book addresses many of the factors involved in establishing and maintaining an elementary school foreign language program. Chapter 1 provides information on various program models. Chapter 2 addresses program issues, such as establishing a program rationale and choosing the language or languages to be taught, in order to provide decision makers with sources of information. Chapter 3 discusses teacher preparation, while chapter 4 contains a summary of recent reports and policy statements related to elementary school foreign languages, and a list of national and state initiatives. Chapter 5 lists a wide variety of resources, such as books dealing with elementary school foreign language instruction, curriculum materials, lists of professional organizations, language conferences, and publishers of materials for elementary foreign language programs. The appendix contains sources for networking; a list of total and partial immersion programs in U.S. elementary schools; and a working bibliography on research regarding language in the elementary school. (VWL)

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An Early Start

A Resource Book for Elementary School Foreign Language

Helena Curtain

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An Early Start

A Resource Book for Elementary School Foreign Language

Helena Curtain

A Publication of CAL Center for Applied Linguistics

Prepared by the ERIC Clearinghouse on Languages and Linguistics

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no.RI88060210. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

Editorial/Production Supervision: Jeanne Rennie, Vickie W. Lewelling, and Whitney Stewart
Interior Design: Vickie W. Lewelling
Cover Design: Vincent Sagart

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Introduction

STATUS OF ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

Across the United States, there is a growing interest in elementary school foreign language programs. School administrators, parents, legislators, and businessmen are all concerned about the needs of future citizens for language fluency and the need to begin language instruction as early as possible. This growing interest is reflected in many recent events, some of which are highlighted below:

1. Various educational study commissions have recommended that foreign language programs be made an integral part of the curriculum, to be emphasized along with mathematics and science instruction.

2. States such as Arizona, Florida, Georgia, Illinois, Iowa, North Carolina, and Oklahoma have begun state-wide initiatives for elementary school foreign language programs.

3. Enrollments in foreign language programs in general have increased (Dandanoli, 1989).

4. The Johnson Foundation held a consultation on the topic of elementary school foreign language instruction at the Wingspread Conference Center in Racine, Wisconsin. People from all over the United States and Canada gathered to discuss the issues and plan follow-up projects (Halstead, 1988).

5. A national network of teachers interested in elementary school foreign language programs was established in early 1987. This network is housed at the Center for Applied Linguistics in Washington, DC. The group calls itself the National Network for Early Language Learning (NNELL). Network participants publish a newsletter (*FLES News*) that provides a valuable forum for everyone interested in foreign languages at this level. The network is especially important for the many teachers who may be the only person in their school or their school district working with foreign languages and children.

6. The national foreign language professional association, the American Council on the Teaching of Foreign Languages (ACTFL), has designated elementary foreign language instruction as one of its priorities for the 1990s.

7. ACTFL and the National Foreign Language Center, in March 1992, launched an initiative for the teaching of elementary school foreign languages entitled *The New American: Project 2017*. The project places emphasis on the need to prepare children entering the school system over the next decades for the roles they will face in the year 2017 and beyond–roles that will certainly call for much greater and more sophisticated

competence with foreign languages and cultures.

8. Advocates for Language Learning (ALL), a support and advocacy group for second language learning modeled after Canadian Parents for French, was founded in 1985. This organization is intended to help parents and educators lobby for elementary school foreign language programs and to disseminate information about such programs.

9. Several summer language institutes for elementary foreign language teachers are offered in states as widely dispersed as Arizona, Florida, Georgia, Iowa, Louisiana, Maryland, Minnesota, North Carolina, New York, and Oregon.

10. Several new textbooks have been published for elementary school foreign language instruction.

11. The Center for Applied Linguistics (CAL), in Washington, DC, has developed two evaluation instruments for FLES and immersion students and is putting together teacher preparation materials for incorporating content-based instruction into FLES programs.

12. In 1988, the United States Department of Education held a grant competition in the area of elementary school foreign language instruction. Many projects (listed in Chapter 5) were funded in this area. The National Endowment for the Humanities held a competition in 1991 that included projects for elementary school teacher preparation. Also in 1991, federal funds for elementary school foreign languages were available through FIRST (Fund for the Improvement and Reform of Schools and Teaching) and through money allocated to the states on a per capita basis.

13. The American Association of Teachers of German (AATG) has launched a major initiative, the Kinder Lernen Deutsch project, that has the goal of strengthening German programs at the elementary level. Materials and resources have been published to support this program.

14. The American Association of Teachers of French (AATF) continues to work vigorously in the field of elementary school foreign language education through the National FLES Commission.

15. The American Association of Teachers of Spanish and Portuguese (AATSP) has a column in its journal (*Hispania*) devoted to elementary school topics and has established a commission for elementary school foreign languages similar to that of the AATF.

This volume addresses many of the factors involved in establishing and maintaining elementary school foreign language programs. Chapter 1 provides information on various program models so that schools can choose appropriate models depending on the goals of the program and the resources and time available. Chapter 2 addresses program issues, such as those listed below, in order to provide decision makers with sources of information that will ultimately help them make appropriate decisions.

1. Establishing a program rationale
2. Ensuring that program goals and outcomes are commensurate with the program design

3. Finding time in the school day
4. Using methodology appropriate to the needs of students in the elementary school
5. Finding teacher preparation programs
6. Establishing a district-wide articulation plan so that instruction is consistent across grade levels, and so that there is an appropriate follow-up at the middle and secondary levels
7. Choosing the language or languages to be taught
8. Providing access to foreign language programs for as many students as possible
9. Networking and sharing resources
10. Incorporating the teaching of culture
11. Providing for program evaluation
12. Involving parents

Chapter 3 discusses teacher preparation. Chapter 4 contains a summary of recent reports and policy statements related to elementary school foreign languages and a list of national and state initiatives. Chapter 5 lists a wide variety of resources, such as books dealing with elementary school foreign language instruction, curriculum materials, lists of professional organizations, language conferences, and publishers of materials for elementary foreign language programs. The Appendix contains several sources for networking: the list of State Supervisors of Foreign Languages, compiled by the American Council on the Teaching of Foreign Languages; the list of total and partial immersion language programs in United States elementary schools, compiled by the Center for Applied Linguistics; and a working bibliography on research regarding language in the elementary school, compiled by Carol Ann Pesola.

All of the above national and regional indications are encouraging to people interested in providing foreign language instruction in elementary schools. The author hopes that the information in this monograph will provide additional help and encouragement.

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ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAM MODELS

1

The selection of a program model compatible with the goals and resources of a school or community is crucial in establishing an elementary school foreign language program. Different models lead to different results, based on the intensity of exposure to the target language and the amount of time devoted to instruction. School systems must set realistic goals for their programs in order to avoid the disillusionment that may result when enthusiastically proclaimed program goals do not coincide with the amount of time actually available for instruction. The following descriptions of various program models are intended to guide administrators and practitioners in their selection of a program model appropriate for their particular situation based on their goals for student achievement, their material resources, and the time available for instruction.

IMMERSION PROGRAMS

In an immersion approach to foreign language instruction, the usual curricular activities are conducted in the target language; the new language is both the medium and the object of instruction. Although the focus of instruction is on social studies, science, mathematics, language arts, health, art, music, and so forth, students in immersion programs are expected to achieve a high level of proficiency in the second language. Immersion programs create an excellent language learning environment: Teachers and students use the second language to communicate throughout the school day on topics spanning the entire range of the curriculum. It has been said that immersion teachers are elementary teachers 100% of the time and also language teachers 100% of the time. Most immersion teachers are elementary-certified and are native or near-native speakers of the target language. Immersion students are generally monolingual English speakers who are learning another language for enrichment purposes. Since the establishment of the first French immersion program in 1965, in St. Lambert, Canada, the number of students enrolled in immersion programs in Canada has grown to over 170,000. In the United States, more than 15,000 students are enrolled in more than 50 immersion programs in 21 states. (See the Appendix for the Center for Applied Linguistics' list of total and partial immersion programs in the United States.) The following goals are most commonly identified for immersion programs:

1. Functional proficiency in the second language; that is, students are able to communicate in the second language at a level appropriate for native speakers of their age.

2. Mastery of subject material of the school district curriculum.
3. Understanding of the culture(s) of the target language.
4. Achievement in English language arts comparable to or surpassing the achievement of students in monolingual English programs.

On tests of English language arts and content material, children in Canadian immersion programs performed as well as or better than their peers in all English classrooms. In addition, the immersion students acquired fluency in a second language (Swain, 1984; Genesee, 1987). Achievement results in Milwaukee are similar to those found in Canada (Curtain & Pesola, 1988).

Immersion programs are classified as early or late immersion depending on the grade level at which students enter the program. In early immersion, students typically enter at kindergarten or Grade 1; in late immersion, students enter at the end of elementary school or the beginning of middle or junior high school. Programs are also classified as either *total* or *partial* immersion according to the amount of time the second language is used for instruction. There are many variations and combinations of these categories as they are implemented by various school districts.

TOTAL IMMERSION

Total immersion programs usually begin in kindergarten or first grade. Only the second language is used in the classroom during the first two or three years, and reading is introduced in the second language. Instruction by means of English is introduced gradually, often beginning with English language arts in the second grade. The amount of English used is then increased gradually each year. By Grade 6, English may be used for as much as half the day.

PARTIAL IMMERSION

In partial immersion programs, the second language is used for instruction for at least half of the school day. Concepts taught in one language are usually not repeated in the other language. The proportion of time spent in the foreign language usually remains constant throughout the elementary school years. The most common model uses each language for half of the day. In early partial immersion programs, students typically learn to read first in English, although some programs offer reading instruction in both languages at the same time. Students entering late partial immersion programs in middle school, junior high school, or senior high school have, of course, already learned to read in English, and can translate their reading skills to the second language as they study a portion of their content-area subjects through the new language.

LATE IMMERSION

Late immersion programs begin at the end of elementary school or at the beginning of secondary school. Most late immersion programs adopt a partial immersion model; there is almost always an English language arts component. Some content-area subjects may also be taught in English. Often, students entering late immersion programs have had previous instruction in the foreign language. (This model is much more common in Canada than in the United States. For detailed information on implementation of late immersion, see Genesee, 1987.)

CONTINUING IMMERSION

Continuing immersion programs are designed for secondary school students who have acquired extensive second language skills through total or partial immersion programs at the elementary school level. In continuing immersion, students continue to receive content-area instruction in the second language, although the proportion of time spent in the target language may not be as great as in the elementary school years. In Milwaukee, for example, Grades K- 5 in the elementary school use the immersion language for instruction 80% of the time, whereas students entering the middle school continuing immersion program in Grade 6 spend 50% of their time immersed in the target language. They study mathematics, social studies, and language arts through the immersion language and use English the rest of the day.

TWO-WAY IMMERSION

Two-way immersion programs, also known as two-way bilingual programs, are similar to regular partial immersion programs except that classes include native speakers of the target language as well as native speakers of English. This program model is designed to meet the needs of both language majority and language minority students.

The goals of a two-way program are for both groups to become bilingual, to succeed academically, and to develop positive intergroup relations. Language majority students (English speakers) learn a second language and continue to develop and enrich their English skills. Language minority students (native speakers of the target language) learn English while continuing to maintain and develop their native language skills. The program is implemented by a teacher with proficiency in both English and the other language. The class is usually comprised of approximately equal numbers of English and other language background students.

For more information on immersion and partial immersion programs, see the Appendix. For more information on two-way bilingual immersion, see Christian and Mahrer (1992); Snow (1987c); National Clearinghouse for Bilingual Education (1990); and Padilla, Fairchild, and Valadez (1990).

FLES PROGRAMS
(FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL)

TRADITIONAL FLES

Although FLES has sometimes been used as a general term to refer to all elementary school foreign language programs, it is more often applied to a specific type of program. FLES programs typically offer second language instruction five times per week (or sometimes less frequently) for class periods that range from 20 to 60 minutes. The minimum recommended instructional time for FLES programs is 30 minutes per day, five days per week. They are continuous, articulated programs that provide a foundation for later study at the secondary school level. Some FLES classes integrate or reinforce concepts from other areas of the curriculum and thus do provide content-related instruction; however, because of time limitations, the focus of these classes is often the target language itself and its culture.

Like immersion programs, FLES programs have functional proficiency in the second language as a goal, but FLES students cannot be expected to attain as high a degree of proficiency as immersion students. FLES program goals usually include proficiency in listening and speaking with the degree of proficiency depending on the intensity of the program; an understanding of and appreciation for other cultures; and some proficiency in reading and writing, the emphasis and degree varying with the program. FLES programs offer potential benefits in addition to the acquisition of second language proficiency. Research indicates that children who study a foreign language for even 30 minutes per day can experience improved performance in reading and mathematics over students who are not studying a foreign language, even though instructional time in these subjects is slightly reduced to make room in the daily schedule for foreign language instruction (Rafferty, 1986).

CONTENT-ENRICHED FLES

Some FLES programs offer content-based or content-related instruction on a regular basis; that is, the basic language curriculum is augmented with subject content taught in the second language. These programs fit between FLES and partial immersion on a continuum according to the amount of time devoted to foreign language study. In content-enriched FLES programs, the second language is used for more than an hour a day, but for less than half of each day. This model is distinguished from the immersion models by the lesser amount of time devoted to instruction in the second language; it differs from other forms of FLES in its emphasis on content instruction through the second language rather than on language instruction per se.

In a content-enriched FLES program, it is possible to achieve a greater degree of language proficiency than in a regular FLES program because of the range of topics covered and the greater amount of exposure to the second language. An additional goal of content-enriched FLES programs is mastery of the content taught through the second language.

FLEX PROGRAMS
(FOREIGN LANGUAGE EXPLORATORY OR EXPERIENCE PROGRAMS)

FLEX programs are self-contained, short-term language experiences ranging in length from three weeks to one year. They may be found at both elementary school and middle or junior high school levels. Exploratory programs have many variations, reflecting a wide range of goals and priorities, but they tend to share the goals listed below.

1. Introduction to language learning
2. Awareness and appreciation of foreign cultures
3. Appreciation of the value of communicating in another language
4. Enhanced understanding of English
5. Motivation to pursue language study

Many of the variations in FLEX programs result from the differing emphases given to these goals. At one end of the spectrum is the *general language course*, a course about language, taught largely in English. As an introduction and orientation to the nature of language and language learning, the general language course maintains the goal of cultural understanding but provides for only limited speaking experiences in another language. This type of course often includes exposure to all the modern or classical languages available for later study in the school system, as well as to less commonly taught languages, such as Arabic or American Sign Language, and to computer languages. Such a course would most likely fit better into the English language arts curriculum or the social studies curriculum than into the foreign language curriculum.

At the other end of the spectrum is a course that introduces language primarily through a high-quality language learning experience. This may be a *single language offering* that provides a limited, introductory experience in a language that students may later be able to choose for sequential study. This form of FLEX program offers the advantage of providing an authentic language learning experience focused on the use of another language for meaningful communication.

In the middle of the spectrum, the *language potpourri* provides a limited introduction to two or more languages that will be available later for sequential study. It may bring all the languages together in a single sequence, as a part of the same learning experience, or it may be structured to offer a series of experiences with different languages over a period of a year or more. The language potpourri may emphasize giving students a high-quality language learning experience and be conducted primarily in the target language, or it may emphasize culture and grammar and rely heavily on English as the medium of instruction. The language potpourri course is often team taught, using specialists in each language. If the language potpourri course is taught by a single teacher who is not fluent in all of the languages taught, the effectiveness of this approach is likely to be severely limited.

An exploratory program can be extremely effective as an introduction to language learning if it is presented as an authentic foreign language learning experience; that is, students receive instruction in the target language and engage in activities that are used in regular foreign language programs. In this way, students can truly explore language learning and discover the feeling of learning another language.

AUXILIARY LANGUAGE PROGRAMS

Not all elementary school foreign language programs take place under school sponsorship or during the school day. Summer camps, before- and after-school programs, immersion weekends, summer day camps, and private tutoring programs are all found throughout the country. They are often sponsored by parent or community groups or by fraternal organizations. They may be structured in a variety of ways, some of which will fall into the categories described above. Some auxiliary programs have developed highly sophisticated structures and curricula, whereas others have relatively limited goals and are of short duration. In some communities, parent and student enthusiasm for an auxiliary program has led to the incorporation of the foreign language program into the regular school curriculum. Other auxiliary programs, such as immersion camps and weekends, serve to reinforce the school experience in a nonacademic setting.

MAGNET SCHOOL LANGUAGE PROGRAMS

Magnet schools are those that emphasize a particular curricular area (e.g., science, performing arts, foreign languages) in order to draw students from outside the geographic area normally 5 served. Foreign language magnet programs may adopt any of the FLES or immersion models described above, and their goals for language proficiency will vary according to the model adopted. In some cases, an entire school may participate in the magnet program. In others, the magnet program may operate along with a more traditional curriculum in the same school.

SUMMARY

There exists a great array of elementary school foreign language program models from which to choose. The selection of a specific program model should be based on the school's or district's goals for student language achievement and upon the time and human and material resources available for the program. It is important to remember that in each of these models, language outcomes are directly related to the amount of time that students use the target language in meaningful communication.

There are many sources of information on program models: Andrade and Ging (1988); Curtain and Pesola (1988); Lipton (1988); Lipton, Rhodes, and Curtain (1985); Met (1987b); Reeves (1989); Rhodes and Schreibstein (1983); and Snow (1987a & b).

PROGRAM PLANNING AND IMPLEMENTATION

2

The decision to establish an elementary school foreign language program raises a host of questions to be answered and choices to be made before the program can be implemented. This chapter will address decisions concerning program goals, methodologies, staffing, and evaluation, and will raise issues related to parent involvement, choice of language(s) to be taught, and articulation with secondary school language programs.

The first step in planning a new program, however, is to present a rationale for doing so. Many people may need to be convinced of the need for, or the desirability of, the proposed program before they will lend their support—support without which the program may never get off the ground. These individuals may include parents, school board members, and district- or school-level administrators.

RATIONALE

A rationale for the development of elementary school foreign language programs can be based on a number of commonly accepted elements.

LONG SEQUENCE OF INSTRUCTION

The major factor in the rationale for beginning foreign language instruction at the elementary school level is to provide a long sequence of instruction. Children who begin language study in elementary school and who continue to study the same language for a number of years will be able to develop a considerable degree of practical proficiency in that language.

GLOBAL INTERDEPENDENCE

An increasing awareness of the reality of global interdependence has resulted in a curricular emphasis on global education. A foreign language can provide one of the most important bridges to the understanding of other cultures and perspectives.

CAREER POTENTIAL

One way to enhance career potential is to combine fluency in a foreign language with skills in another field. Business and government need skilled professionals with foreign language competence; the demand for such individuals continues to exceed the supply, especially in critical languages such as Japanese, Chinese, Russian, and Arabic.

CULTURAL AWARENESS

Students who begin the long process of learning a foreign language in elementary school are in a position to develop both positive attitudes toward people in other cultures and the linguistic tools to communicate with them. Carpenter and Torney (1974) suggest that exposure to a foreign language is a means of helping children move toward intercultural competence. Genesee (1987) reports that participation in language immersion programs in Canada is associated with perceptions of a reduction in social distance between English and French Canadians.

ACADEMIC AND COGNITIVE BENEFITS

A number of studies (Diaz, 1983; Landry, 1974; Lopata, 1963; Masciantonio, 1977; Rafferty, 1986) suggest that learning a foreign language can enhance cognitive development in elementary school children. (See the Appendix for an extended annotated listing of research studies that can be used to support the rationale for academic and cognitive benefits of language learning.)

For more information that will be helpful in defining a rationale, see Bennett (1988), Conroy (1988), Lipton (1988), Met (1987a), Muller (1988), and Rosenbusch (1985). For information regarding applications of second language acquisition research to classrooms, see Chamot (1982), Met and Galloway (1991), and Met (1991).

GOALS AND OUTCOMES

Program goals and outcomes are first among the items for consideration in program planning because they shape many of the other decisions to be made. Stated outcomes for a program must be directly related to the amount of time available for language instruction and to the intensity of the program. Program intensity refers to the amount of concentrated time available for language study. For example, programs that provide 150 hours of instruction in one year will result in greater second language proficiency than programs that provide 150 hours of instruction over three years. All program models can be effective agents for foreign language instruction if everyone is aware, in advance, of the limits imposed by the amount of time invested in language study. Desired outcomes, thus, will affect the choice of a program model and influence decisions concerning teaching methods, staffing, and other areas of program implementation.

METHODOLOGY

Methodologies for teaching foreign languages in the elementary school are diverse, as are the methodologies used for teaching any curriculum area. There is no single approach or method that is most effective with all children.

TEACHING LANGUAGE FOR AND THROUGH COMMUNICATION

Methodology in elementary school foreign language programs has benefited greatly from the current emphasis on communication in foreign language instruction. Classes now are conducted in the target language, and elements of other curricular areas are often integrated into language lessons. Students no longer respond in rote fashion to long lists of vocabulary words or pattern drills isolated from any meaningful context. Instead, as elementary school foreign language programs place greater value on the ability to communicate, even at the beginning levels of language learning, students are engaged in activities where they are using new vocabulary in meaningful contexts. For example, they may use the names of foods to plan a lunch based on the four food groups or use the names of animals to talk about animal habitats or animal body coverings. They may use classroom vocabulary to estimate and measure the size of common objects in the school and the names of colors to make a graph of the clothing worn by the students in the room. They may use the names of animals and colors in a story that the class creates itself based on some kind of repetitious pattern.

The common element shared by most successful elementary school foreign language programs is the use of the target language as a primary means of interaction. Students are immersed in an environment where the language is used as a natural means of communication. The teacher helps students understand the message through gestures, visual aids, concrete objects, and physical activity. Many opportunities for listening comprehension are provided. Comprehension, instead of production, is emphasized in the early stages of instruction. In this way, students have time to associate the new language with meanings before they attempt to reproduce sounds and expressions in it. This represents an important shift from the methodology used in elementary school foreign language programs of the past, where imitation and speaking were heavily stressed.

Other successful approaches used today incorporate children's love of drama and play and their propensity for fantasy. Games, role-play, action songs, and songs that tell a story stimulate motivation. Foreign language classes can bring together the dramatic and creative talents of the elementary school child through children's literature of the foreign culture. Storytelling and retelling, puppetry, and drama are ways to provide children with such experiences.

Effective methodology incorporates the students' desire to communicate by providing situations in which communication is natural and meaningful. Games are a good way to develop this component within the elementary school foreign language classroom. Penpals and classroom exchanges between a foreign language class in the United States and a class in one of the countries where the target language is spoken are activities for promoting natural communication. These exchanges can include cassette tapes and videos made by each class, as well as pictures and collections of objects that the classes send to each other.

Several texts are currently available that provide detailed information on communicative foreign language teaching methodology. Lorenz and Rice (1989) and Savignon (1983) provide background information on communicative language teaching. *Languages and Children: Making the Match* (Curtain and Pesola, 1988) and *Practical Handbook to Elementary Foreign Language Programs* (Lipton, 1988) are both methodology texts that deal specifically with elementary school foreign language programs. Lorenz and Rice (1989) provide detailed information on creating appropriate learning environments for elementary school foreign language classrooms. *Making It Happen: Interaction in the Second Language Classroom* (Richard-Amato, 1988) and *Teaching Language in Context: Proficiency Oriented Instruction* (Omaggio, 1988) are texts geared to secondary students, but the background information contained in both texts would be very helpful to those interested in elementary school foreign language methodology. Allen (1989), in her article "The Integrated Curriculum: Rethinking Elementary School Foreign Language Programs for the 90s," discusses the benefits of closely aligning the methodology used in elementary school foreign language programs with the methodology used in the regular elementary school curriculum. In

Integrating English: Developing English Language and Literacy in the Classroom, Enright and McCloskey (1989) focus on the needs of students learning English as a second language, but their insights (especially in the area of methodology related to reading and writing) can be adapted to foreign language classrooms.

TEACHING LANGUAGE THROUGH CONTENT-BASED INSTRUCTION AND CONTENT-RELATED INSTRUCTION

Content-based and content-related instruction are areas gaining increasing attention in foreign language programs and curricula. They allow schools to combine the goals of the second language curriculum with those of the regular curriculum so that foreign languages become a vehicle for developing general skills and knowledge. Content-based and content-related instruction provide opportunities for students to use the language meaningfully because the language accompanies natural situations such as a science lesson on magnets or animal habitats, or a social studies lesson on using world maps. The success of immersion programs, which are by definition content-based, has spurred interest in bringing the benefits of content-based instruction to other types of elementary school foreign language programs. There is a difference between content-based and content-related instruction. When instruction is *content-based,* the foreign language teacher takes full responsibility for teaching all or part of the regular school curriculum using the second language. In *content-related* instruction, the academic content of the regular school curriculum is reinforced in the foreign language class. In this situation, FLES teachers regularly plan activities that relate to specific subjects in the curriculum, or they may deliberately incorporate general academic skills, but they do not take full responsibility for teaching any part of the curriculum itself.

Several resources are available on content-based language instruction. Chapman, Grob, and Haas (1988) provide specific teaching ideas in their article "Teaching Language Through Content—Creative Ideas for the Teacher." In "Learning Language Through Content: Learning Content through Language," Miriam Met (1989a) provides a detailed description of content-area instruction and many ideas for teaching science, social studies, mathematics, reading, language arts, art, music, and physical education. Curtain (1986) explores the rationale for and history of content-based instruction. Curtain and Martinez (1990) provide six detailed lesson plans for Grades 1 - 3 and Grades 4 - 6 in science, mathematics, and social studies. These lessons show how content-based instruction can be implemented in beginning-level FLES classes. Curtain and Martinez also provide guidelines and a step-by-step procedure for developing content-based lesson plans. Cantoni-Harvey (1987) presents content-based ideas for working with limited-English-proficient students—ideas that are adaptable for elementary school foreign language programs. Snow, Met, and Genesee (1989) provide a theoretical framework for looking at the integration of language and content teaching. Curtain and Pesola (1988) give a clear explanation of content-based instruction. Short, Crandall, and Christian (1989) provide training strategies and techniques as well as models and implmentations. Rhodes, Curtain, and Haas (1990) link child development and content-based instruction. Palma and Myer (1988) discuss teaching language through science activities.

TEACHING LANGUAGE THROUGH CULTURE

Cultural understanding and global awareness are major components of elementary school foreign language programs—components that, unfortunately, are often left out of the curriculum. Cultural activities should be an ongoing element of foreign language instruction. Although cultural information can be the subject of instruction like math or social studies, students learn about culture more effectively through meaningful experiences with cultural practices than through discussion, slides, reports, and readings. Just as children do not acquire a language primarily by being told about it, but rather through meaningful communicative experiences with the language, so also do children penetrate a new culture through meaningful experiences with cultural practices and phenomena that are appropriate to their age level, their interests, and the classroom setting. Experiences with the target culture can begin during the very first class when, for example, students of German learn to shake hands, whereas students of Japanese learn to bow as a form of greeting.

Visual aids and items representing the target culture can help students relate to the world of that culture. For example, magazines and comic books from the target culture can be used to illustrate vocabulary items or to make a bulletin board display. Authentic coins can be used during mathematics activities or as playing pieces in a board game.

Children in intensive FLES and immersion programs should be able to gain a high level of cultural perspective; students who have more limited exposure to the target language and culture will achieve more modest cultural goals. Pesola (1991) indicates that the important task is to engage students in the culture, helping them to develop new perspectives in culture-based experiences rather than simply telling them about culture.

For general resources and background information on teaching culture, see Lafayette (1988), Morain (1986), and Seelye (1984). For information specifically related to teaching culture in the elementary school, see Curtain and Pesola (1988).

STAFFING

The two primary staffing models for elementary school foreign language programs are that of the classroom teacher as language teacher and that of the itinerant language teacher. Departmental or team-teaching models may also be used. Each of these models is described below. No matter which model is used, it is essential that teachers involved in elementary school foreign language programs receive appropriate training in second language pedagogy and in teaching elementary school children.

CLASSROOM TEACHER AS LANGUAGE TEACHER

This model can be used only when the regular classroom teacher is fluent in another language. This is always the case in immersion programs. In English-medium programs with a FLES component, classroom teachers fluent in a second language teach that language as part of the daily curriculum. The effectiveness of this model depends on the teacher's proficiency in the second language and on the willingness of the classroom teacher to devote the extra time and planning necessary to teach the language. This model is most successful with the support of a language specialist who can serve as a resource and who can provide assistance with curriculum and methodology.

ITINERANT TEACHER

This model, used when the regular classroom teacher is not qualified to teach a foreign language, is the model found most often in non-immersion elementary school foreign language programs. The itinerant teacher may travel from room to room within a single school or teach students who come to a special language classroom for second language instruction. In districts where foreign language is offered on a daily basis to students at several grade levels, the itinerant language teacher may work full time in a single school. In districts where language instruction is provided less frequently, the language teacher may have classes in two or more schools. In either case, the itinerant teacher is usually a language specialist who teaches only foreign language classes.

The cooperation and support of the classroom teacher is crucial to the success of this model. The classroom teacher should demonstrate a positive attitude toward foreign language learning and can reinforce concepts from the second language class throughout the rest of the school day. Regular classroom teachers often learn the foreign language along with the students.

DEPARTMENTAL MODEL/TEAM-TEACHING MODEL

The departmental model calls for teachers in an elementary school to teach specific subjects to different groups of students. This model resembles the organization of most high schools; one or two teachers in a school teach foreign languages, while others teach mathematics and science, and so on.

In the team-teaching model, two teachers share responsibility for two classes. One teacher who is fluent in a second language provides language instruction to two groups of children each day while the second teacher provides instruction in another subject. The teachers on the team cooperatively plan and implement a full program of instruction. This model is most often used in partial immersion programs, where the teacher fluent in the second language will teach one group of students in the morning and the other group in the afternoon. The foreign language teacher may be responsible for teaching mathematics, science, and social studies using the foreign language, whereas the English-medium teacher may teach language arts, reading, and other subjects.

LANGUAGE CHOICE

French, German, Spanish, Italian, Russian, and Latin have traditionally been offered in foreign language programs throughout the United States. Japanese, Chinese, and other less commonly taught languages are becoming increasingly popular as offerings for elementary school foreign language programs.

Many issues are involved in the question of language choice: the program model selected, the availability of resources (e.g., teachers, textbooks, authentic materials), the potential for articulation from elementary to secondary programs, and the language background of the community. Questions concerning the purpose of the program must be carefully considered. Is the program being offered to increase students' involvement with other members of their community? Is it being offered to provide students with an international perspective and to enhance their opportunities for individual achievement and success? Is the primary goal of the program to develop the community's language competence for the purpose of economic and business advancement?

Myriam Met (1989c) provides an excellent discussion of the many considerations involved in selecting a particular language. These are closely tied to the rationale for beginning language learning at the elementary school level and echo some of the statements regarding rationale made at the beginning of this chapter.

1. Choose a language that will help students communicate in the international marketplace.
Our manufacturing economy is tied to international trade. Since competitiveness depends on our ability to communicate effectively about our products, foreign language proficiency is an important aspect of economic success. There is considerable speculation as to which language is most important in this regard. Many cite Japanese; others cite other Pacific Rim languages, such as Mandarin Chinese, Malay-Indonesian, or Korean. German and Russian are mentioned with increasing frequency as extremely important to our country's economic success.

2. Choose a language that furthers the national interest.
Political global interdependence is an important factor in today's world. Foreign language proficiency and cultural understanding will contribute to improved international communication and diplomacy. Rapidly changing conditions in the world make difficult the identification of which languages will be most important on a long-term basis. Languages such as Arabic, Russian, and Chinese, however, which count large numbers of native speakers and which are used in countries that wield considerable influence in today's world, may stand out as being of particular importance at the present time. Nevertheless, competence in any foreign language can help to further our national interest.

3. Choose a language that will enable students to live in a multiethnic society.
Many Americans are interested in learning the language of their ancestors. Interest in Spanish has grown considerably in the United States because of its immediate utility in communicating and developing good relationships with the increasing number of native Spanish speakers in communities throughout the United States. Communities with large numbers of native speakers of Vietnamese, Chinese, Polish, or any other language may want to select that particular language for instruction. The native speakers in the community can become a resource for foreign language programs; they are both the language and the culture experts.

ACCESS AND EQUITY

In the past, foreign language education has had an elitist image. Foreign language classes were seen as classes for the college bound or for students of high academic ability. Too often, foreign languages were offered only to students labeled as gifted and talented and were denied to students identified as needing remedial instruction. Learners of all levels and abilities can participate successfully in foreign language programs. Bilingual education, English-as-a-second-language, and immersion programs have also shown clearly that instruction in a second language can and should be offered to all students. Providing foreign language learning opportunities for only some students results in an unfortunate dichotomy that hinders the development of global perspectives and increased international understanding for everyone.

For information on foreign language instruction for low-achieving students and students with disabilities, see Andrade, Kretschmer, and Kretschmer (1989).

NETWORKING/SHARING

The United States is comprised of approximately 16,000 different school districts, making possibly as many different decisions regarding foreign language instruction. It is extremely important, therefore, that school districts and communities that offer elementary school foreign language programs network with others who are interested in beginning such programs. One of the goals of this monograph is to facilitate such networking. A first step for starting an elementary school foreign language program is to join an organization such as Advocates for Language Learning (a support and advocacy group for second language learning) and to subscribe to publications such as *FLES News,* a newsletter published three times per year by the National Network for Early Language Learning (NNELL).

Another important networking opportunity exists at conferences such as the Advocates for Language Learning (ALL) Conference held annually, usually in October, and the Second Language Acquisition by Children (SLAC) Conference held every 18 months. The list of organizations and conferences provided in Chapter 5 is intended to facilitate the networking process so that all those interested in elementary school foreign language instruction can contact others who share their interest. The list of foreign language supervisors in the Appendix offers state level contacts for elementary school foreign language programs.

District educators currently operating successful elementary school programs are encouraged to share their experiences by writing articles in local and state newsletters and by presenting workshops at local, state, and national conferences. Districts should submit their curriculum materials to the ERIC database so that information will be available to others. *FLES News* is a forum for the sharing of information, experiences, and ideas with other elementary school foreign language programs.

PARENT INVOLVEMENT

Parents can be a valuable asset in providing support for the development and implementation of elementary school foreign language programs. They have been responsible for the establishment and maintenance of a number of elementary school foreign language programs across the United States and Canada. Parents can advocate foreign language study at their children's school by lobbying with legislators at local, state, and national levels, and by working with school board members and community organizations. Parents are often more effective advocates than educators, especially in the political arena. Parent support is a crucial component for the success of any elementary school foreign language program. For more information on parent involvement, see Ehrlich (1987), Met (1987c), and Rosenbusch (1987).

EVALUATION

A plan for the evaluation of program goals and objectives, teacher effectiveness, and the language and concept achievement of students enrolled in elementary school foreign language programs is extremely important. The foreign language profession has recently begun to distinguish between the assessment of language proficiency, or the global ability to communicate in a language, and that of language achievement, the attainment of specific objectives based on material that has been presented in the classroom over a particular period of time.

Two tests developed by the Center for Applied Linguistics are designed to measure the language proficiency of students enrolled in elementary school foreign language programs: the *CLEAR Oral Proficiency Exam (COPE)* is aimed at immersion students; the *FLES Test: A Test for Students in Elementary School Foreign Language Programs* is intended for students in traditional FLES programs. The *FLES Test* is currently available only in Spanish. For more information on both tests, see Oller (1989).

ARTICULATION

Creating a smooth transition from foreign language programs at one level of schooling to those at the next has long been one of the greatest challenges facing the profession. Adequate articulation between elementary and secondary school language programs is crucial to the success of quality programs and the achievement of significant outcomes for students.

Each of the program models described in Chapter 1 has significant—and different—implications for middle and junior high school programs as well as for senior high school offerings. Elementary school immersion students function at a fairly sophisticated level of communication in the target language and need a continued opportunity in secondary school to study subject content in the target language. They also need language arts experiences to refine their target language skills. Graduates of FLES programs who have received at least 150 hours of high-quality language instruction require a continuation program similar to that of a second-year secondary school class, although their experiences and skills will be different from those of secondary students who have had a similar number of hours of school contact with the foreign language. Opportunities to learn subject content in the target language at the secondary school level should be provided for both FLES and immersion graduates.

Graduates of FLEX programs that were conducted in the target language or that emphasized language learning also need special consideration when they arrive at the middle or junior high school. They should be enrolled in a class where their second language proficiency, no matter how limited, is taken seriously and is taken into account in the class objectives. Students should not have to repeat what they have already learned or be assigned to a class with students who have had no previous foreign language experience.

According to Carol Ann Pesola (1988), poor articulation not only deprives students of many of the benefits of long-term language study but may also discourage them to such a degree that they discontinue language study entirely. Lack of articulation undermines confidence in the elementary school foreign language program and is a poor use of resources. Students should be able to build on the skills they have acquired in the elementary school, rather than start over again at the next level. Pesola (1988) affirms that the issue of articulation has become increasingly complex with the proliferation of elementary school foreign language program models. Each of these models results in different levels of language achievement and requires different considerations in the development of continuation programs.

Successful articulation between elementary and secondary schools requires ongoing communication and close cooperation among foreign language teachers at all levels. Program planners must be sure to include representatives from each level of instruction when planning an elementary school foreign language program. This is crucial; without the involvement of staff at other levels, the elementary program may well stand alone. It is essential that elementary school foreign language instruction be regarded as a part of the total foreign language program of a school district.

Articulation from one level to the next within a program—which ensures that the instruction the fifth graders receive prepares them for the instruction that they will receive in the sixth grade—is called *vertical articulation*. This articulation must continue even when students are moving from one school to another (e.g., from elementary school to middle school). Vertical articulation will take place smoothly only if children moving through the elementary school programs are achieving at predictable levels that are consistent across school grades. The larger the program and the greater the number of teachers involved, the more essential—and difficult—this consistency becomes. Some large districts may implement several different program models; for example, total immersion, content-enriched FLES, and traditional FLES. Each program model must maintain both horizontal consistency across grade levels and continuous vertical articulation from one grade to the next in the elementary school and into the secondary school.

Horizontal articulation refers to the consistency of instruction across classes within each grade level of a program. For example, if several fifth grade classes are involved in an elementary school foreign language program housed in various schools in a district, each of those fifth grade classes should receive approximately the same instruction throughout the course of the year. This is essential if students from different fifth grade classes are likely to be in the same sixth grade class in the middle or junior high school the following year.

The development of successful elementary school foreign language programs requires significant changes in secondary school curricula and planning; the more intensive the elementary school model, the greater the changes required. Only students who have had no previous foreign language exposure are likely to benefit from the typical exploratory experience now popular in many middle schools, although students who have had instruction in only one of several available languages may benefit from an introduction to the others. Several program tracks must be developed in middle schools to meet the needs of all students: those who have had different amounts of elementary school foreign language instruction, those who are just beginning foreign language study, and those who are beginning a third language. Entirely new programs will be called for in both junior and senior high schools to challenge students who have developed considerable fluency in the target language and who are able to use it to learn subject content. The importance of articulation cannot be overemphasized. It is one of the main points around which a program will succeed or fail. For more information on this topic, see Wilson (1988).

SUMMARY

There are many challenges to face in planning and implementing any type of elementary school foreign language program. The following statement from the American Council on the Teaching of Foreign Languages describes the hallmarks of effective elementary school foreign language programs and serves as an excellent summary of some of the issues discussed in this chapter (ACTFL Newsletter, 1992).

CHARACTERISTICS OF EFFECTIVE ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

ACTFL (American Council on the Teaching of Foreign Languages)

1. *Access and Equity*
   All students regardless of learning styles, achievement levels, race or ethnic origin, socioeconomic status, home language, or future academic goals have opportunities for language study.
2. *Program Goals and Program Intensity*
   Program goals are consistent with the amount of time actually provided for instruction. The desired program outcomes determine time allocations for elementary school programs.
   There are three types of programs at the K-8 level:
      FLES (Foreign Language in the Elementary School)
      Immersion
      FLEX (Foreign Language Experience or Exploratory)
   These programs vary in levels of language proficiency to be reached, amount of cultural knowledge to be gained, and time required to reach the program goals. FLES programs are designed to provide a sequential language learning experience that aims for some degree of language proficiency. Immersion programs combine foreign language instruction with content learning from the regular curriculum . FLEX programs are designed to provide limited exposure to one or more foreign languages for presecondary students.
3. *Extended Sequence*
   Elementary and middle/junior high school foreign language programs are the foundation for a long, well-articulated sequence of carefully-developed curricula that extend through grade 12. Students in such programs can develop increased language proficiency and cultural competence.
4. *Articulation*
   Articulation of the extended sequence is both vertical and horizontal, including the elementary school, middle/junior high school and the high school. This articulation is the result of consensus, careful planning, and monitoring among language teachers, administrators, and parents at all levels. Students in these programs achieve outcomes that are consistent across grade levels.
5. *Curriculum*
   Human, fiscal and time resources are available for systematic curriculum development. The curriculum review cycle provides assessment of curriculum.

6. ***Instruction***
   Instruction is appropriate to the developmental level of the students and consistent with program outcomes and current professional practices.
7. ***Materials***
   Materials that are appropriate for the students' developmental level, rich in authentic culture and language, and related to the curriculum are key components in elementary school foreign language programs. All materials, both print and non-print, have the teaching of communication as the main focus.
8. ***Evaluation***
   Processes for evaluating both student achievement and program success are in use. Evaluation processes are appropriate to the goals, objectives and teaching strategies of elementary school foreign language programs, as well as to the developmental level of children.
9. ***Staffing***
   Programs are staffed by appropriately certified teachers who have completed preparation in methods and materials for elementary school foreign language instruction, developmental characteristics of the elementary school learner, and the nature of the elementary school curriculum. Modern foreign language teachers should have a high level of language and cultural competence. The teachers' oral proficiency in the foreign language based on the ACTFL/ETS proficiency scale should be "Advanced" on that scale.
10. ***Professional Development***
    There is an ongoing program of professional development that allows the teachers to advance in their levels of language, culture and instruction.
11. ***School and Community Support and Development***
    The foreign language teachers work with the total school community to integrate the foreign language curriculum into the school educational program. The elementary school foreign language program shows responsibility for and makes effective use of parent and community resources and of school board and administrative staff.
12. ***Culture***
    The connection between language and culture is made explicit, and foreign language instruction is implemented within a cultural context. Cultural awareness and understanding are explicit goals of the program. The program collaborates with other cultures and countries (exchange programs, pen pals, etc.) to assure language learning with a context of cultural experiences.

Note: There are many issues in program planning and implementation that, due to space constraints, have not been covered in this monograph. For additional information and an overview of issues, see Curtain and Pesola (1988), Lipton (1988), Pesola and Curtain (1989 a & b), and Tegarden and Brown (1989).

TEACHER PREPARATION 3

Good teachers are the key to the success of elementary school foreign language programs. The field is facing a shortage of qualified teachers, and few teacher preparation programs exist for future elementary school foreign language teachers. This chapter highlights current efforts to identify the specific skills, knowledge, and attitudes essential for foreign language teachers working at the elementary school level and describes projects in two states that are working to resolve their elementary school foreign language teacher shortage.

ACTFL TEACHER EDUCATION GUIDELINES

The American Council on the Teaching of Foreign Languages (ACTFL) has developed a set of teacher education guidelines intended for use by foreign language teacher education programs. Most of the guidelines are applicable to the preparation of teachers at both the elementary and secondary level; six additional guidelines are directed at programs preparing teachers specifically for elementary school foreign language teaching. The following statement and discussion have been excerpted from the complete *ACTFL Teacher Education Guidelines* (1988). Bracketed phrases have been added for clarification.

ACTFL TEACHER EDUCATION GUIDELINES

Programs [for future elementary school foreign language teachers should] provide information about and experience in the elementary educational system to include the following:

1. An understanding of first language development and its relation to second language learning in childhood;
2. Knowledge of instructional methods appropriate to second language instruction in the elementary school;
3. The ability to teach reading and writing as developmental skills to learners acquiring literacy skills in their first language;
4. Familiarity with aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture;

5. Knowledge of the elementary school curriculum, the relationship among the content areas, and ability to teach or reinforce elementary school curricula through or in a foreign language;
6. Knowledge of elementary school principles and practices, and the ability to apply such knowledge to creating an affective and physical environment conducive to foreign language learning.

Discussion

Guidelines for the preparation of elementary school foreign language teachers are in addition to the knowledge, skills, and attitudes required of all effective foreign language teachers as described in other sections of this document. Clearly, like all good teachers and like all good foreign language teachers, those who teach foreign language at the elementary school level acquire knowledge and skills in the areas of personal development, professional development, and specialist development. Like secondary teachers, elementary school foreign language teachers are enabled to articulate the rationale for foreign language study, particularly the rationale for an early start; they become familiar with developmental characteristics of children; they become knowledgeable about curriculum development and related instruction; they gain skills in the selection of appropriate instructional materials and the assessment of student progress.

The preparation of elementary school foreign language teachers insures that candidates can integrate foreign language within the context of the total elementary school program. Teacher candidates gain an understanding of the developing child, and particularly, the development of first and second language and literacy skills in childhood. Teachers are prepared to reinforce, enrich, or directly teach the elementary school content areas through the medium of the target language. Programs insure that future teachers have the knowledge, skills, and attitudes necessary to create positive learning climates through effective management skills and by building rapport among teachers and students. Prospective elementary school foreign language teachers are enabled to perform their roles and responsibilities through extensive preservice experiences at appropriate grade levels.

These guidelines apply to immersion teachers as well as to teachers in other models of foreign language instruction in the elementary school. In addition, immersion teachers should pursue programs leading to qualification as an elementary school teacher. Immersion teachers may attain many of the objectives recommended for elementary school foreign language teachers through elementary education teacher preparation programs. However, the unique nature of immersion requires specialized opportunities for prospective teachers to gain and apply skills, knowledge, and attitudes as they relate specifically to immersion.

Indicators of [teacher preparation] program consistency with this goal include the following:

1. Faculty who have demonstrated excellence in teaching foreign language in the elementary grades, in addition to demonstrating the requisite knowledge and skills necessary to prepare prospective teachers;
2. A plan that provides teacher candidates with prolonged and substantive course work and field experiences at the appropriate grade levels;
3. A plan that defines the number, scope, expectations, and activities of clinical and field experiences;
4. Clearly stated criteria for selection of cooperating teachers;

5. Clearly stated role descriptions for cooperating teachers, student teachers, and university supervisors during field experience;
6. Evidence of planned contacts for the candidates with master foreign language teachers, school administrators, students, and teachers in other subject areas;
7. Evidence of a full range of experience for grades for which certification is sought;
8. Frequent communication with the public schools.

NORTH CAROLINA TEACHER PREPARATION PROJECT

North Carolina state law mandates that, by 1995, foreign language study will be required of all elementary school students enrolled in North Carolina public schools. To meet the state's pressing need for elementary school foreign language teachers, the North Carolina Department of Public Instruction entered into a collaborative project with the Center for Applied Linguistics, with funding from the United States Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). This project was aimed at improving the preparation of elementary school foreign language teachers at institutions of higher education.

The North Carolina FIPSE project used the successes of current elementary school foreign language teaching to develop a model for the preparation of teacher educators. Teacher educators representing public and private universities in all eight educational regions of North Carolina participated in the project, which involved the following activities: (1) an intensive seminar on elementary school foreign language methodology, (2) direct observations of local elementary school foreign language classes, (3) co-teaching with elementary school foreign language teachers, and (4) collaboration with experienced elementary school foreign language teachers in the development of a teacher education curriculum. Since the end of the project in August 1992, these North Carolina teacher educators have been responsible for incorporating the new material and methodologies into the teacher education curricula of their universities and for providing elementary school foreign language methods instruction to undergraduate students preparing to become foreign language teachers.

As part of its goal of wider dissemination of elementary school foreign language teacher preparation models, this program, after revision, will be replicated with a second group of North Carolina institutions. In addition, the teacher education curriculum and training model will be made available to other districts and states interested in increasing and improving their elementary school foreign language programs. For more information on this project, contact Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Guidelines for elementary school foreign language teacher competency

One of the components of the North Carolina teacher preparation project was the development of a list of specific competencies for elementary school foreign language teachers. The final version of this list is included in the foreign language teacher education curriculum that was an end product of the North Carolina project (*Elementary School (K-8) Foreign Language Teacher Education Curriculum*, 1992) and is reprinted below.

Elementary School (K-8) Foreign Language Teacher Competencies

1.0)*An understanding of second language acquisition in childhood and its relation to first language development*

1.1) Knowledge of the major theories of second language acquisition

1.2) Knowledge of the relationship between the processes in first and second language acquisition

1.3) Knowledge of learning styles and ability to provide instruction that addresses various ways in which children acquire language

1.4) Ability to apply second language acquisition theory to classroom practice

2.0)*Knowledge of instructional methods appropriate to foreign language instruction in the elementary school*

2.1) Knowledge of current theories influencing the teaching of foreign languages

2.2) Knowledge of current foreign language methodologies and their implications for classroom practice

2.3) Ability to select methods and make instructional decisions based on and consistent with program goals, philosophy, and the teacher's professional judgement

2.4) Ability to develop and implement both long and short range plans for instruction

2.5) Ability to create developmentally and content-appropriate lessons using a variety of techniques and strategies

2.6) Ability to select appropriately from one's repertoire of instructional activities

3.0) *Knowledge of instructional resources appropriate to foreign language instruction in the elementary school*

3.1) Ability to identify, evaluate, and select developmentally appropriate instructional resources

3.2) Ability to create and/or adapt developmentally appropriate instructional resources

3.3) Knowledge of criteria that guide the identification, selection, and development of appropriate instructional resources

3.4) Knowledge of media center resources and their use

4.0)*Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school*

4.1) Knowledge of the characteristics of foreign language achievement and proficiency

4.2) Knowledge of purposes of evaluation in foreign language instruction (student, instruction, and program evaluation)

4.3) Ability to create and use developmentally appropriate evaluation and assessment techniques of the lesson, the student, and the program

4.4) Ability to collect, interpret and use information (about students, instruction, and program) using a variety of approaches and assessment measures

5.0)*Ability to develop second language reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language*

5.1) Knowledge of integrated and holistic approaches to developing literacy skills

5.2) Knowledge of the relationship between literacy skills in the students' first and second languages

5.3) Knowledge of the relationship between oral skills and written skills

5.4) Ability to design activities for introducing and developing reading and writing skills as appropriate to students' second language proficiency and first language skills

6.0) *Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture*
6.1) Knowledge of resources for up-to-date cultural information
6.2) Knowledge of cultural universals and specific similarities between target and home culture
6.3) Ability to incorporate culture into the foreign language lesson
6.4) Ability to plan activities (including songs, games, rhymes, fairy tales, and fables) that address the world of children in the target culture
6.5) Ability to plan activities that give students concrete experiences with relevant cultural behavior patterns and practices
6.6) Ability to serve as a role model for the target culture and to foster a positive attitude toward the culture
6.7) Ability to integrate culture into other areas of the elementary school curriculum
7.0) *Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language*
7.1) Knowledge of the general elementary school curriculum by content area
7.2) Knowledge of elementary school foreign language curricula from a variety of school systems
7.3) Ability to identify, select, and integrate appropriate areas of the general elementary curriculum that can be taught in the foreign language
7.4) Ability to identify and integrate processes and practices common to all curricular areas (e.g., problem solving, sequencing, estimating, patterning)
7.5) Ability to work collaboratively with staff of the grade(s) being taught
7.6) Ability to work collaboratively with other foreign language educators to ensure an articulated K-12 sequence of study
8.0) *Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning*
8.1) Knowledge of local school system philosophy, goals, regulations, and procedures
8.2) Knowledge of the relationship between the affective and physical environment and achievement of foreign language objectives
8.3) Ability to be creative and flexible and respond quickly to changing circumstances
8.4) Ability to communicate high levels of expectations to students
8.5) Ability to develop and maintain effective management of the classroom
8.6) Ability to organize a physical classroom that supports the goals of instruction
8.7) Ability to create a comfortable, non-threatening learning environment
9.0) *Proficiency in the foreign language*
9.1) Ability to listen with comprehension to the foreign language when it is spoken at a rate considered average for an educated native speaker
9.2) Ability to speak the foreign language with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as a foreign language model
9.3) Ability to read general printed matter with comprehension on the literal, interpretive, and critical levels
9.4) Ability to write clearly, correctly, and effectively in the foreign language

9.5) Knowledge of distinctive linguistic features of the foreign language in comparison with English
9.6) Ability to use the foreign language fluently for all classroom purposes
10.0) *Knowledge of child development*
10.1) Knowledge of the social, emotional, cognitive, physical, and linguistic development of children
10.2) Ability to apply child development principles in the planning and delivering of instruction
10.3) An understanding and appreciation of children
10.4) Knowledge of the value of the child as an individual and knowledge of the child's world
11.0) *Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school*
11.1) Knowledge of the history of foreign language education in the United States
11.2) Knowledge of how research and legislation have affected education programs for foreign language learning
11.3) Ability to identify types of programs, settings appropriate for each type, and factors influencing program design
11.4) Understanding of the rationale and development of state and local programs and ability to explain the program design and goals
11.5) Ability to present rationale for elementary school foreign language programs
12.0) *Awareness of the need for personal and professional growth*
12.1) Ability to network for professional and classroom idea exchanges
12.2) Knowledge of resources and opportunities available to maintain own language proficiency level
12.3) Knowledge of graduate course offerings and requirements for advanced degrees
12.4) Knowledge of and participation in local, state, and/or national foreign language organizations and conferences
12.5) Knowledge of strategies for relaxation, self-pacing, reducing stress, and personal renewal
12.6) Knowledge of professional publications and other resources to maintain contact with current research and trends in general education and foreign language education
13.0) An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members
13.1) Knowledge of implications of the role of the elementary school foreign language teacher as a specialist among generalists
13.2) Awareness of the need to meet with other foreign language teachers to share ideas and materials, as appropriate
13.3) Ability to serve as a resource person for elementary school classroom teachers
13.4) Ability to work with paraprofessionals (aides, tutors, volunteers, custodians), as appropriate
13.5) Ability to communicate program goals to parents, classroom teachers, school board members, counselors, and administrators at state, university, and community levels
14.0) *Awareness of skills for program promotion*
14.1) Ability to state rationale for existence of foreign language in the elementary school and for each of the program models
14.2) Ability to use good public relations strategies to promote a foreign language program, such as planning special programs and events for the school and the community
14.3) Knowledge of how to deal effectively with decision makers and media

GEORGIA TEACHER PREPARATION PROJECT

The Georgia state Department of Education's mandate for approved teacher training programs in foreign language education led the state to institute training courses in elementary school foreign language methodology for Georgia teacher educators. An account of this effort is included here because it may be a useful model for other states considering such a mandate.

Effective July 1, 1989, Georgia's foreign language certification was expanded from Grades 7-12 to Grades K-12. This action had several important implications for foreign language education in the state.

- All future teachers enrolled in foreign language teacher preparation programs are now required to take an elementary school foreign language methods course as well as a secondary methods course.
- All foreign language teachers who transfer to Georgia from other states without transcript evidence of elementary school foreign language methods coursework are required to take such a course before beginning their second year of teaching in Georgia.
- All Georgia foreign language teachers who currently possess a 7-12 certificate may renew it, or they may convert to the K-12 certificate by completing an elementary school foreign language methods course.

Although approved by the State Board of Education in December 1987, this new certification change did not become effective until July 1989, in order to give teacher training institutions adequate time to prepare new programs. Because those institutions had no elementary school foreign language specialists on faculty, the Georgia Department of Education offered an intensive two-week training-the-trainers course to prepare Georgia teacher educators to teach elementary school foreign language methods courses. Every Georgia college and university offering a teacher preparation program in foreign languages was invited to send one representative to attend the course. Georgia district foreign language supervisors were also invited to attend to prepare them to offer the FLES methods course as staff development in their local school districts for teachers converting from 7-12 certification to K-12 certification.

Principal aims of the experience were to provide participants with information and materials to use in elementary school foreign language methods courses in their own institutions or districts and to provide them with an actual teaching experience at the elementary school level. Approximately 100 kindergartners participated in a 6-day language learning experience in either French, German, or Spanish. At the conclusion of the summer intensive course, it was decided to provide three 3-day follow-up seminars to address topics not covered or that needed further elaboration.

As a result of two seminars of intensive training efforts, over 250 Georgia foreign language teachers currently possess the credentials for K-12 certification. This number will continue to grow as future teachers exit Georgia's teacher preparation programs and as more high school teachers seek the opportunity to obtain elementary certification.

As more states mandate foreign language instruction in their elementary school foreign language programs, the need for qualified and well trained teachers will increase. The teacher preparation programs developed in North Carolina and Georgia may serve as important models for the establishment of elementary school foreign language teacher education programs across the country. For more information on elementary school foreign language teacher preparation, see the American Association of Teachers of French (1989), Met (1989b), and Muller (1991).

THE STATUS OF ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION

4

This chapter attempts to present a general picture of the state of elementary school foreign language instruction in the United States. It provides excerpts from recent commission reports, position statements, and recommendations; presents the results of a national survey; and introduces the activities of a number of professional organizations.

WHAT'S BEING SAID: COMMISSION REPORTS AND POSITION STATEMENTS

AMERICAN COUNCIL ON EDUCATION COMMISSION ON INTERNATIONAL EDUCATION

What we can't say can hurt us. A call for foreign language competence by the year 2000 (1989)

This policy statement on foreign language competence is addressed to the leaders of American higher education—university presidents, chancellors, academic vice presidents, and deans. It calls for action by those who are concerned about the continuing inability of Americans to communicate with people of other nations in the language of those nations. Among the recommendations is the following:

> Foreign language training for Americans should start as early as possible, preferably in elementary school, and be carried through secondary school. Colleges and universities can support this goal by encouraging applicants to demonstrate foreign language competence as part of the admissions procedure. The purpose of introducing language in elementary and secondary schools is not to allow students to "examine out" of language requirements in college, but to give them a base on which to build higher level proficiency. (p. 4)

ACTFL PRIORITIES CONFERENCE

The American Council on the Teaching of Foreign Languages (ACTFL) identified the teaching of foreign languages in the elementary school as one of the 13 important issues facing the language teaching profession in the 1990s. These issues were the focus of the second invitational Conference on Professional Priorities held in Boston in November 1989. The summary included at the end of Chapter 2 represents the consensus reached at the meeting regarding future professional priorities for elementary school foreign language instruction. A full-length position paper on this topic appeared in the October 1990 issue of *Foreign Language Annals* (Met & Rhodes, 1990).

Summary statement from the conference
We believe that elementary school foreign language education should be incorporated into all strands of the ACTFL priorities and that program model descriptions, rationales, and expected outcomes should be widely disseminated. Consensus was reached on six priorities for the foreign language in the elementary school strand.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING
High School: A Report on Secondary Education in America
Boyer (1983).

This report stresses the vital importance of education in our society today. It makes the following statement concerning foreign language study:

> While there is no right time to learn a language, research, experience, and common sense suggest that language study should begin early—by the fourth grade and preferably before—and it should be sustained. (p. 100)

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
International Dimensions of Education Position Paper and Recommendations for Action (1985).

The Council of Chief State School Officers is comprised of the school superintendents, commissioners, and heads of each state educational agency. In its recommendations to local education agencies, the Council stated the following:

> All American students should have the opportunity to learn a language other than English. The opportunity should include study in languages other than "Western" languages, and should begin in the earliest years of elementary school with continuation through the postsecondary level. Students completing secondary school should be able to demonstrate an acceptable level of proficiency in communications, particularly speaking and listening, in a language other than English.
>
> Provide every student with opportunities to begin the study of a second language in the earliest years of formal education and to continue study of the language until functional proficiency has been achieved.
>
> (Reprinted in *Foreign Language Annals*, May 1986, pp. 243-247.)

NATIONAL ADVISORY BOARD ON INTERNATIONAL EDUCATION PROGRAMS
Critical Needs in International Education: Recommendations for Action (1983).

The National Advisory Board on International Education Programs focused its report on higher education, but made clear recommendations for elementary schools in the area of foreign language instruction:

> The groundwork must be laid in the elementary schools. Unfortunately the majority of our elementary schools do not offer any foreign language instruction, nor do a fifth of our secondary schools. Even where foreign language instruction is offered, courses have been reduced. We believe that foreign language instruction should be offered to all students. (p. 6)
>
> Local school districts should provide every student with the opportunity to begin the study of a foreign language in the earliest years of formal education and to continue study of the same language until a functionally useful level of measured proficiency has been achieved. (p. 9)

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)
Resolution Regarding Foreign Languages in the Elementary School (1987)

At its national convention in 1987, the National Association of Elementary School Principals passed a resolution in support of the teaching of foreign languages in the elementary school:

> NAESP believes that foreign language proficiency is important for students who will live in the 21st century. NAESP therefore urges principals to consider the inclusion of instruction in a foreign language.

The following rationale was given in support of this resolution:

> NAESP recognizes that today's students live in a nation characterized by ethnic and linguistic diversity—a diversity that is likely to continue and, perhaps, even increase in coming years. The growing economic interdependence of the United States and its trading partners requires that tomorrow's citizens be competitive in the world marketplace. The ability to express oneself in and to understand languages other than English contributes to success in that competition.

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)
State Board Connection: Issues in Brief, 7 (7).

The article, entitled "Foreign Language Study: A Call for State Board Action," makes the following recommendations:

If the United States is to retain its position as world leader, states need to assure that students are prepared to live and work in an increasingly interdependent world.

> Yet states have too often responded to the call for second language study by enacting well-intended but simplistic policies, such as requiring one or more years of high school foreign language instruction. States need to more deeply examine the curriculum content, qualifications of faculty, effective instructional approaches, appropriate grade levels for instruction, and continuity of instruction throughout elementary and secondary education.

> States should give careful consideration to the grade level at which foreign language is taught. It is far more effective to initiate foreign language study in elementary school than in secondary school both from the perspective of more advanced language study and enhancing general academic skills. It is less important that all students study a foreign language in high school than that all obtain the general academic benefits of foreign language study in elementary school and a significant number continue foreign language study in secondary school achieving a reasonable level of second language fluency.

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION
A Nation at Risk (1983).

This report places the study of foreign languages and cultures at the same level of importance as the five basic academic fields—English, mathematics, computer science, social studies, and the natural sciences. The National Commission on Excellence in Education recommended a number of educational reforms: strengthening admission and high school graduation requirements, lengthening the school day, and raising university admission requirements. It also advocated beginning foreign language study in elementary school:

> Achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the nation's needs in commerce, diplomacy, defense, and education. (p. 25-26)

NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES (NCSSFL)
Position Statement on Elementary School Foreign Language Instruction (1989).

In response to growing interest in elementary school foreign language instruction, NCSSFL issued the following position statement at their 1989 meeting:

> Education studies and reports over the last 15 years have caused educators, legislators, and policy makers to reaffirm the priority of foreign language instruction in our nation. New goals and objectives of proficiency in languages demand longer, well-articulated programs to meet critical needs of literacy, national defense, and international economics.
>
> There are a number of national, regional, and local policy bodies ready with resources to assist language educators in reaching their goals. Educators must recognize and use this assistance. Citizens are demanding that more Americans become proficient in other languages and that they understand other cultures.
>
> The National Council of State Supervisors of Foreign Languages (NCSSFL) endorses beginning foreign language instruction in the elementary grades for all students. We recognize the prevalence of three different types of elementary school programs. They are FLEX, FLES, and Immersion. On a continuum, these programs vary in levels of language proficiency to be reached, amount of cultural knowledge to be gained, and time required to reach the program goals.

FLEX (foreign language experience or exploratory) is designed to provide limited foreign language experience to presecondary students. FLES (foreign language in the elementary school) seeks to afford students sequential language learning experience that works toward proficiency in the four skill areas. Immersion programs deliver all or a large part of content learning through means of the foreign language.

In an effort to ensure high quality instruction, elementary school foreign language teachers should complete training that encompasses appropriate methods and materials for elementary school foreign language instruction, the nature of the elementary school learner, and the nature of the elementary school curriculum. It is highly recommended that modern foreign language teachers possess a minimum oral proficiency level of Advanced on the ACTFL/ETS proficiency scale. (See note below.)

Articulation and integration with middle school or junior high school curricula are integral components of a foreign language sequence that leads to usable foreign language proficiency. All skill-building programs that start in the elementary grades must have continuity between elementary and secondary levels. In addition, a process for program evaluation is essential when implementing these foreign language models.

NCSSFL believes that the best foreign language programs in the elementary schools will result from a careful study of the outcomes desired by each local district and its citizens. It is hoped that this statement clearly indicates that we, as foreign language program specialists, desire quality instruction and carefully planned programs to assure success in elementary school foreign language programs.

Note: As defined on the ACTFL/ETS proficiency scale, the Advanced level speaker is able to speak in paragraphs, narrate and describe in past, present, and future time, and be a full participant in conversation. At the Advanced level, the speaker is quite accurate in grammar, has an intelligible accent, and can deal with situations in which there are complications.

For more information on the ACTFL/ETS scale see Byrnes and Canale (1987).

NATIONAL GOVERNORS ASSOCIATION

America in Transition—The International Frontier. Report of the Task Force on International Education (1990)

The National Governors Association task force recommended that an international focus be incorporated into the entire curriculum to improve the teaching of languages and geography. In regard to elementary school foreign language instruction, the task force report suggested the following:

> States can offer opportunities to elementary school students for foreign language instruction beginning as early as first grade. All students should have the opportunity to learn to speak a second language in their early years. Studies demonstrate not only that students most easily learn to speak another language in their early years, but also that foreign language learning enhances cognitive development and basic skills performance for elementary school children. (p.16)

PRESIDENT'S COMMISSION ON FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

Strength Through Wisdom (1979)

This commission report created unprecedented visibility for foreign languages and an awareness of the importance of foreign language instruction both within and outside the foreign language profession. Often quoted have been the words: "Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse" (p. 6). To resolve this problem, the commission report stresses the importance of an early start:

> If the 47 million children in our schools are to function successfully as adults in the next century they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those peoples' attitudes and customs.
>
> The task starts in kindergarten, and it must be given special emphasis through the elementary grades because it is in early childhood that basic attitudes are formed. It is also the time when the beginnings of language comprehension are put into place, curiosity is at its peak, and the foundations are laid for further learning. (p. 15)

WINGSPREAD CONSULTATION ON ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION

In January 1988, a small group of foreign language supervisors, elementary school foreign language teachers, foreign language teacher trainers, researchers, and officers of national education and parent associations convened at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin. The Johnson Foundation meeting was co-sponsored by the American Council on the Teaching of Foreign Languages, the Joint National Committee for Languages, Advocates for Language Learning, and the National Council on Foreign Language and International Studies.

The purpose of the meeting at the Wingspread Conference Center was to air important issues related to elementary school foreign language programs. The meeting had important outcomes. A follow-up committee was assigned the task of developing support for elementary school foreign language programs by working to establish a national commission to study and make recommendations in this area. A lengthy article in the *Wingspread Journal* (author, 1988) was dedicated to this topic. Reprints are available free of charge by writing to The Johnson Foundation, Racine, WI 53401-0547.

Wingspread Statement

> At a time in history when facility in foreign language provides increasing trade and diplomatic advantages to nations, most nations have foreign language instruction as a standard part of the curriculum in their elementary schools. In the United States, fewer than one out of five children in elementary school has the opportunity to develop foreign language skills.
>
> There is in the United States too little understanding of the value of foreign language learning; there are too few qualified teachers, and teaching resources are often outdated or of doubtful quality.
>
> To address this challenge we propose the establishment of a blue ribbon panel to set a national agenda for extending and improving foreign language instruction in the nation's

elementary schools. We propose that the commission be composed of educational leaders from within the foreign language/second language community, from the field of general education and instructional leadership, and from constituencies concerned with a language-competent America.

We would assign the following tasks to the commission: (1) to outline needed training and support structures for teachers already teaching foreign language in elementary schools; (2) to design models for the recruitment and preparation of foreign language teachers for the nation's elementary schools; (3) to promote a search both in the United States and abroad for educationally sound instructional materials for early language learning; (4) to draw up a research agenda for national demonstration projects; (5) to obtain data on early language learning and the most effective ways to teach languages at the elementary school level; and (6) to develop sets of guidelines for differing approaches and goals to assist elementary schools in selecting, introducing, conducting, evaluating, and improving their foreign language instructional programs.

WHAT'S BEING DONE: STATE MANDATES AND INITIATIVES

NATIONAL FLES SURVEY

The following discussion draws heavily on an article by Nancy C. Rhodes and Rebecca Oxford (1987) "Foreign Languages in Elementary and Secondary Schools: Results of a National Survey," which appeared in *FLES News,* September, 1987.

The Center for Language Education and Research (CLEAR), funded by the U.S. Department of Education's Office of Educational Research and Improvement, conducted a national survey of elementary and secondary schools during the 1986-87 school year. A four-page questionnaire on foreign language instruction was sent to a stratified random sample of approximately 5% of all elementary and secondary schools in the United States. The elementary school results were compiled from questionnaires completed by principals and foreign language teachers at 1,416 elementary schools. The respondents represented public and private schools, ranging from nursery school through grade 8, in all 50 states and the District of Columbia.

The main purpose of the survey was to provide a national picture of elementary school foreign language instruction. Results presented in the Rhodes & Oxford article focused on seven major areas addressed by the survey: (1) the extent of foreign language teaching at the elementary level, (2) the interest level of schools not currently teaching foreign languages, (3) specific languages taught, (4) program types, (5) scheduling, (6) articulation between elementary and secondary language programs, and (7) major problems.

Extent of foreign language teaching in elementary schools

Findings of the survey show that approximately one fifth (22%) of all responding elementary schools offered foreign language classes. Of that 22 % the percentage of private schools teaching foreign languages (34%) was exactly double that of public elementary schools (17%).

Interest level of schools

Of those elementary schools that did not teach foreign languages, half said that they would be interested in offering foreign language instruction at their school.

Most commonly taught languages

The language most commonly taught was Spanish, offered by 68% of the elementary schools that offered foreign language instruction. It was followed by French (41%), Latin (12%), German (10%), Hebrew (6%), Chinese (3%), and Russian (2%). Spanish for native Spanish speakers, Greek, and American Indian languages were each at 1%. Other languages taught by fewer than 1% of the elementary schools included American Sign Language, Czech, Norwegian, Persian, Portuguese, and Welsh.

Types of programs offered

Respondents were asked to characterize their programs as one of four types: foreign language experience (FLEX), foreign language in the elementary school (FLES), intensive FLES (FLES with additional language reinforcement), or partial/total immersion. (See Chapter 2 for a discussion of the different program models.) Nearly half (45%) of the elementary schools that taught foreign language had FLES programs, 41% had FLEX, 12% had intensive FLES, and 2% had immersion programs. These results show that the vast majority of schools offered programs aimed at introductory exposure to the language (FLEX and FLES), while only 14% of them (intensive FLES and immersion) had real communicative competence as one of their goals.

This should be kept in mind when evaluating foreign language instruction across the country. Although one fifth of elementary schools offer foreign languages, only 14% of that one fifth (3% overall) offer a program in which the students are likely to attain some degree of communicative competence.

Scheduling

Despite the difficulty of fitting foreign language classes into an already crowded elementary school curriculum, the vast majority (89%) of the survey's elementary schools that offered foreign languages were indeed making room for foreign language study during the school day. The rest of the schools offered classes before or after regular school hours or on weekends.

Articulation between elementary and secondary programs

Thirty-one percent of elementary schools reported no plans for articulation with the language program offered in the secondary schools. Students who have studied a foreign language in those elementary schools are placed in beginning foreign language classes in the secondary school along with students who have had no prior contact with the language. Forty-nine percent of the schools reported that students who had studied a foreign language in elementary school could enroll in more advanced classes in secondary school (which may or may not have been designed to build on their prior experience).

Major problems confronted

The majority of teachers and principals in public and private schools said that a shortage of funds presented serious obstacles. Other major problems mentioned were a shortage of teachers, lack of quality materials, inadequate sequencing, lack of established curriculum, and inadequate in-service training. The problem of scheduling, while not listed as a possible response option, was written in by numerous respondents. Many of these respondents called for more class time to teach foreign languages and for scheduling during regular school hours. Several commented that language instruction had to compete with other subjects and activities for students' attention and time.

Rhodes and Oxford state that the implications of the survey results for foreign language education at the elementary level are clear. Efforts to increase language learning by children can be strengthened in the following ways: (a) by improving articulation patterns for those schools that already offer foreign language classes in the early grades; (b) by encouraging the establishment of new programs, particularly those that aim at a high degree of proficiency; (c) by devising creative ways to fit language classes into the early grades; and (d) by addressing the major problems outlined by principals and teachers (for example, lack of quality materials, established curriculum, and in-service training).

For additional information on the survey, including secondary school results, request a copy of *U.S. Foreign Language Instruction at the Elementary and Secondary School Levels: A Nationwide Profile* from the Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

STATE INITIATIVES

Recent events at the state level are encouraging for the future of elementary school foreign language instruction. Several states have passed legislative mandates for foreign language study in the elementary school. Others have allocated funding to support such study. North Carolina has led the way in a comprehensive program for elementary school second language instruction. The status of elementary school foreign language teaching in a number of states is described below.

Arizona—In November 1989, the Arizona legislature passed a law requiring all common schools, Grades 1-8, to provide foreign language instruction (commonly taught modern languages, classical languages, or American Indian languages) in at least one grade level, beginning with the 1991-1992 school year. Each year thereafter, the schools must provide an additional grade of foreign language instruction so that all students in Grades 1-8 will be involved in foreign language study by the 1998-1999 school year.

Florida—Since the 1982-83 school year, local school districts in Florida have matched state funds on a one-to-one basis for elementary school foreign language programs. As of the 1988-89 school year, 27 school districts out of 67 in the state were participating in such programs. This number grew from 13 in 1982-83.

Georgia—Georgia has revised its certification standards for foreign language teachers to qualify them to teach in Grades K-12. (See the description of Georgia's new certification standards in Chapter 3.)

Hawaii—A mandate was issued requiring some type of elementary school foreign language study beginning at Grade 3.

Illinois and Michigan—In both states, grants are available on a competitive basis for elementary school foreign language programs.

Iowa—Grants are available for the planning and implementation of elementary school foreign language programs. A yearly summer institute and the statewide *Iowa FLES Newsletter* provide valuable resources for elementary school foreign language instruction. (For newsletter information, contact Dr. Marcia Rosenbusch, 300 Pearson Hall, Iowa State University, Ames, IA 50011.)

Louisiana—Louisiana mandates foreign language study beginning at Grade 4.

New York—New York requires that all students have at least two years of a second language prior to Grade 9. Requirements for the Regents' Diploma provide additional incentives for continuing language study.

North Carolina—As part of an expanded instructional program, foreign language instruction will be required by 1993 for all public school children in grades K-5 and must be available to all students through Grade 12. Funding is being provided by the state over a 5-year period. At the present time, approximately 115 of the 134 local school systems have established elementary second language programs.

For more information on the status of elementary school foreign language instruction in various states, see Clark (1988), Draper (1989), and Stewart (1989).

WHERE TO LEARN MORE: PROFESSIONAL ORGANIZATIONS AND CONFERENCES

Various professional organizations and conferences are active in the area of elementary school foreign language instruction. These organizations are crucial in providing information and important networking opportunities throughout the country.

Advocates for Language Learning (ALL)
P.O. Box 1614
Independence, MO 64055
816-871-6317

Advocates for Language Learning (ALL) is a support and advocacy group modeled after the Canadian Parents for French. The organization is intended to help parents and educators lobby for elementary school foreign language programs and to disseminate information about such programs. Founded in 1985 by Madeline Ehrlich, a parent from the Spanish immersion program in Culver City, California, ALL has grown to include chapters all over the United States. The annual national conference of the organization brings together parents, teachers, administrators, and researchers to exchange ideas and report on the latest research and developments in the field of early language learning.

ALL is unique in that it involves parents, educators, and researchers in their combined efforts to promote second language learning on local and national levels. Currently there are 10 chapters nationwide.

American Association of Teachers of French (AATF)
57 East Armory
Champaign, IL 61820
217-333-2842

The National FLES Commission of AATF has long been active in promoting elementary school foreign language instruction. The commission has published a series of useful resources. For more information on the National FLES Commission, write to the commission chair, Dr. Gladys Lipton, Department of Modern Languages and Linguistics, University of Maryland, Baltimore County, Baltimore, MD 21228. Telephone: 301-455-2997.

The following titles are available from the national AATF office:

Lipton, G. (Ed.) (1990) *Innovations in FLES Programs.*
Lipton, G. (Ed.) (1989) *The People Factor in FLES Programs.*
Lipton, G. (Ed.) (1988) *So You Want to Have a FLES Program.*
Lipton, G. (Ed.) (1987) *The FLES Sampler of Activities.*
Lipton, G., Rhodes, N. & Anderson H. (Eds.) (1985) *The Many Faces of FLES.*

American Association of Teachers of German (AATG)
112 Haddontowne Ct., #112
Cherry Hill, NJ 08034
609-795-5553

The AATG has launched a project entitled *Kinder Lernen Deutsch* (Children Learning German) that grew out of a need to make information regarding elementary school German programs available across the United States. Materials lists and annotated bibliographies developed through this project are available from the AATG office. Also available on a subscription basis is a collection of teacher-made curriculum activities. For those interested in starting programs, an information kit is available free of charge. Information regarding various components of the *Kinder Lernen Deutsch* Materials Project Grades K-8 is available from the AATG national office.

American Association of Teachers of Spanish and Portuguese (AATSP)
Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762
601-325-2041

AATSP's professional journal, *Hispania,* offers a regular column "Teaching in Elementary Schools," which gives elementary school Spanish teachers a networking system within their association. For information, contact the editor for this section of *Hispania,* Dr. Gladys C. Lipton, Department of Modern Languages and Linguistics, University of Maryland, Baltimore County, Baltimore, MD 21228. Telephone: 301-455-2997. The AATSP has also established a FLES Commission under the direction of Dr. Lipton.

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza
P.O. Box 1077
Yonkers, NY 10701
914-963-8830

ACTFL is a national umbrella organization for the foreign language profession. The goal of the organization is to promte and improve foreign language education in the United States. ACTFL holds an annual confernce and workshops and publishes the *ACTFL Newsletter,* the journal *Foreign Language Annals,* and the *ACTFL Foreign Language Education Series.*

The American Forum on Global Education
45 John Street
New York, NY 10038
212-732-8606

The American Forum is a national resource center for global and international education. The American Forum sponsors the The National Clearinghouse on Development Education and publishes *ACCESS*, a newsletter on global and international education. The American Forum has various publications in the area of elementary school foreign language instruction. Of special note are: Muller, K. E. (Ed.) (1989) *Languages in elementary schools*; and Benya, R. & Muller, K.E. (1988) *Children and Languages: Research Practice and Rationale for the Early Grades.*

National Network for Early Language Learning (NNELL)
1118 22nd Street NW
Washington D.C. 20037
202-429-9292

This national network of teachers interested in elementary school foreign language programs was established in early 1987 and is housed at the Center for Applied Linguistics in Washington, DC. Network participants publish a newsletter (*FLES News*) three times yearly. For information, contact Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037. Telephone: 202-429-9292. For newsletter information, contact Marcia Rosenbusch, Editor, *FLES News*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

RESOURCES

5

The focus of this chapter is to provide information about teaching materials suitable for elementary school foreign language programs. This section concentrates on books, teaching aids, curriculum materials, and guides that are not commercially published.

BASIC REFERENCE LIST FOR ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

ACTFL. (1988). ACTFL provisional program guidelines for foreign language teacher education. *Foreign Language Annals, 21*, (1), 71-82.
Guidelines for teacher preparation programs.

Asher, J. J. (1986). *Learning another language through actions: The complete teacher's guidebook* (3rd ed.). Los Gatos, CA: Sky Oaks.
The definitive description of Total Physical Response includes an extended day-by-day plan.

California State Department of Education. (1984). *Studies on immersion education: A collection for United States educators.* Los Angeles: California State University; Evaluation, Dissemination, and Assessment Center.
Summarizes immersion research and its implications for the United States setting.

Cantoni-Harvey, G. (1987). *Content-area language instruction: Approaches and strategies.* Reading, MA: Addison-Wesley.
Focuses on content-based instruction for English as a second language classes; much can be adapted for elementary school foreign language programs.

Curtain, H., & Martinez, L. S. (1990). Elementary school content-based foreign language instruction. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), *Foreign language education: Issues and strategies* (pp. 202-222). Newbury Park, CA: Sage.
Exploration of how foreign language study can be made part of other curricular areas.

Curtain, H. A., & Pesola, C. A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.
Comprehensive methods text for teaching languages in the elementary school.

Dixon, C., & Nessel, D. (1983). *Language experience approach to reading and writing: Language-experience reading for second language learners*. Hayward, CA: Alemany.
Resource for working with the Language Experience Approach.

Dulay, H., Burt, M., & Krashen, S. (1982). *Language two*. New York: Oxford University Press.
Second language acquisition theory and practice.

Enright, D.S., & McCloskey, M.L. (1988). *Integrating English: Developing English language and literacy in the classroom*. Reading, MA: Addison-Wesley.
English as a second language methods adaptable to elementary school foreign language instruction. See especially chapters relating to reading and writing.

Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Cambridge, MA: Newbury House.
Provides thorough background on immersion education and bilingual education in Canada and the United States.

Johnson, D. W., & Johnson, R. T. (1987). *Learning together and alone*. Englewood Cliffs, NJ: Prentice-Hall.
Basic reference on implementing cooperative learning.

Kagan, S. (1991). *Cooperative learning: Resources for teachers*. San Juan Capistrano, CA: Resources for Teachers.
Basic reference on implementing cooperative learning.

Klippel, F. (1984). *Keep talking: Communicative fluency activities for language teaching*. New York: Cambridge University Press.
Group, pair activities, guidelines for using them.

Krashen, S. D., & Terrell, T. T. (1983). *The natural approach. Language acquisition in the classroom*. San Francisco: Alemany.
A clear discussion of second language acquisition theory, with implications for the language classroom.

Lafayette, R. C. (1988). Integrating the teaching of culture into the foreign language classroom. In A. J. Singerman (Ed.), *Toward a new integration of language and culture*. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
Benchmark work on the teaching of culture.

Lipton, G. C. (1987). *Practical handbook to elementary language programs*. Lincolnwood, IL: National Textbook.
Comprehensive methods and practical tips for elementary school foreign language programs. Presents various elementary school foreign language program models.

Met, M. (1989). Learning language through content: Learning content through language.

In K. E. Muller, (Ed.), *Languages in elementary schools*. New York: The American Forum for Global Education.
Presents content-based instruction and its applications in the elementary school foreign language classroom.

Muller, K. E. (Ed.). (1989). *Languages in elementary schools*. New York: The American Forum for Global Education.
Compendium of articles related to elementary school foreign language teaching.

Pesola, C. A. (1988). Articulation for elementary school foreign language programs: Challenges and opportunities. In J. F. Lalande (Ed.), *Shaping the future of foreign language education: FLES articulation, and proficiency*. Lincolnwood, IL: National Textbook.
Basic resource on the issue of articulation K-12.

Rhodes, N., & Schreibstein, A. (1983). *Foreign language in the elementary school: A practical guide.* Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 225 403)
First book with current elementary school foreign language issues. A concise description of models and summary of techniques for elementary school language programs.

Savignon, S. J. (1983). *Communicative competence. Theory and classroom practice: Texts and contexts in second language learning*. Reading, MA: Addison-Wesley.
Discusses the communicative competence movement and provides practical guidelines for curriculum and materials. A basic resource for the communicative syllabus.

Schinke-Llano, L. (1986). *Foreign language in the elementary school: State of the art*. Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 264 715)
Explores theoretical and practical aspects of elementary second language programs. Contains an extensive bibliography. Follow up to Rhodes & Schreibstein (1983).

Snow, M. A. (1987a). Immersion methodology: How do immersion teachers make instruction in a foreign language comprehensible? *FLES News*, pp. 2, 6.
Explores practical aspects of immersion methodology.

Snow, M. A. (1987b) *Immersion teacher handbook*. Los Angeles: University of California: Center for Language Education and Research. (ERIC Document Reproduction Service No. ED 291 243)
Useful as a pre-service and in-service training guide, also useful for administrators and parents. Included are an overview of immersion education, instructional methodology, implementation issues, materials, and a bibliography.

Wright, A., Betteridge D., & Buckby, M. (1984). *Games for language learning* (2nd. ed.). New York: Cambridge University Press.
A resource book of games with emphasis on communication and cooperation.

PUBLICATIONS FROM THE CENTER FOR APPLIED LINGUISTICS

The following publications that deal with elementary school foreign language instruction are available (in single copies) by sending a stamped, self-addressed envelope to:

User Services Coordinator
ERIC Clearinghouse on Languages & Linguistics
1118 22nd Street NW
Washington, DC 20037

Byrnes, H. (1990). *Foreign Language Program Articulation from High School to the University. ERIC Digest.*

Curtain, H. (1990) *Foreign Language Learning: An Early Start. ERIC Digest.*

Met, M. (1987). *Foreign Language Immersion Programs. Q & A.*

Wilson, J. A. (1988). *Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School. ERIC Digest.*

CLEAR Technical Report Series

The CLEAR *Technical Report Series* is designed for researchers interested in issues in second language education and foreign language teaching and research. They can be ordered from the ERIC Document Reproduction Services by using the ED numbers listed below.

ERIC Document Reproduction Services (EDRS)
Cincinnati Bell Informations Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2836
Telephone: 1-800-443-3742
FAX: 703-404-1408

TR 2 *Bilingualism and Cognitive Development: Three Perspectives and Methodological Implications.* (K. Hakuta, B.M. Ferdman & R.M. Diaz, 1986) ED 278 274

TR 6 *A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels.* (N.C. Rhodes & R.L. Oxford, 1988) ED 291 249

TR 9 *The Edison Elementary School Bilingual Immersion Program: Student Progress After One Year of Implementation.* (K.J. Lindholm, 1988) ED 298 765

TR 11 *Young Children's Oral Language Proficiency and Reading Ability in Spanish and English.* (A.M. Padilla, C. Valadez, & M.D. Chang, 1988) ED 302 086

TR 13 *Evaluation of an "Exemplary" Bilingual Immersion Program.* (K.J. Lindholm & H.H. Fairchild, 1989) ED 307 820

CLEAR Educational Report Series

The CLEAR *Educational Report Series* is designed for practitioners and laypersons interested in issues in second language education and foreign language teaching and research. These reports are also available from EDRS.

ER 1 *Innovative Second Language Education: Bilingual Immersion Programs.* (M.A. Snow, 1987). ED 278 258
ER 2 *Common Terms in Second Language Education.* (M.A. Snow, 1987). ED 278 259
ER 3 *Cognitive Development of Bilingual Children.* (K. Hakuta, 1987). ED 278 260
ER 5 *Integrating Language and Content Instruction.* (K.F. Willetts, 1987). ED 278 262
ER 8 *Directory of Bilingual Immersion Programs: Two Way Bilingual Education for Language Minority and Majority Students.* (K.J. Lindholm, 1987). ED 291 241
ER 10 *Immersion Teacher Handbook.* (M.A. Snow, 1987). ED 291 243
ER 11 *Certification of Language Educators in the United States.* (M. McFerren, C.M. Valadez, J. Crandall, R.S. Palomo, & C.P. Gregoire, 1988). ED 291 244
ER 12 U.S. *Foreign Language Instruction at the Elementary and Secondary School Levels: A Nationwide Profile.* (R.L. Oxford & N.C. Rhodes, 1987). ED 298 766
ER 14 *Integrating the Elementary School Curriculum into the Foreign Language Class: Hints for the FLES Teacher.* (H. Curtain & L.S. Martinez, 1989). ED 305 823
ER 15 *How to Integrate Language and Content Instruction: A Training Manual.* (D.J. Short, J. Crandall, & D. Christian, 1989). ED 305 824
ER 16 *Beginning to Read Among Monolingual and Bilingual Children.* (C.M. Valadez, A.M. Padilla, M.D. Chang, & H. Fairchild, 1989). ED 311 734

GUIDES AND OTHER MATERIALS FROM EDUCATION AGENCIES

Resources for Program Planning

Iowa State Department of Education
Setting Up An Extracurricular Elementary Foreign Language Program (1986)
Ames Community Schools
Ames Foreign Language Association Treasurer
120 S. Kellogg
Ames, IA 50010

Ohio Foreign Language Teachers Association
Elementary School Foreign Language Programs: A Brief Look at Ohio (1988)
Promotional Materials
6 Angela Court
Oxford, OH 45056

Resources for Curriculum Development

Indiana Department of Education
A Guide to Proficiency-based Instruction in Modern Foreign Languages for Indiana Schools (1986)
Strasheim, L., & Bartz, W. (Eds.).
Indiana Department of Education
Division of Curriculum
Room 229, State House
Indianapolis, IN 46204-2798

New York State Education Department
Modern Languages for Communication: New York State Syllabus
University of the State of New York, State Education Department
Albany, NY 12234

Wisconsin Department of Public Instruction
A Guide to Curriculum Planning in Foreign Languages (1986)
1225 S. Webster St.
Madison, WI 53707

California State Department of Education
PO Box 271
Sacramento, CA 95802
Model Curriculum Guide for Foreign Languages Kindergarten-Grade 8 (1989)
Foreign Language Framework (1989)
Annotated Bibliography of Materials for Elementary Foreign Language Programs (1987)

TEACHING MATERIALS

Board of Education of the City of New York
Curriculum Production Unit
131 Livingston Street, Room 167
Brooklyn, NY 11201
I Can Speak French, I Can Speak Spanish, I Can Speak Italian.

Cincinnati Public Schools
Elementary Schools Foreign Language Coordinator
Cincinnati Public Schools
230 East 9th Street
Cincinnati, OH 45202
513-369-4804
Materials in French, German, Spanish, Japanese, Chinese, and Arabic.

De Kalb County Public Schools
Foreign Language Coordinator
3770 N. Decatur Road
Decatur, GA 30032
404-297- 2315
Materials in German adaptable to other languages.

Ferndale Public Schools
Elementary School Foreign Language Coordinator
725 Pinecrest
Ferndale, MI 48220
313-548-8600
Materials in French, German, and Spanish.

Kearsley (MI) Community Schools
French in the Elementary School: A Content-Based Curriculum
User Services Coordinator
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
202-429-9292
French for elementary school students at beginning and intermediate levels (grades 1-6). The curriculum combines language instruction with subject matter from the regular elementary school curriculum.

Louisiana State Department of Education
French as a Second Language Program: Five Year Sequence, Elementary Level
P.O. Box 44064
Baton Rouge, LA 70804
A definition of goals, objectives, and skills for the state's French programs at the elementary level.

Milwaukee Public Schools
For a list of curricular materials for immersion programs and extensive annotated publisher lists write to:

Milwaukee Spanish Immersion School
2765 South 55th Street
Milwaukee, WI 53219
414-327-5780

Milwaukee French Immersion School
3575 South 88th Street
Milwaukee, WI 53228
414-327-7052

Milwaukee German Immersion School
3778 North 82nd Street
Milwaukee, WI 53218
414-464-2500

Wright Multilanguage Middle School
8400 W. Burleigh Street
Milwaukee, WI 53222
414-461-0150

Montgomery County Public Schools
Foreign Language Coordinator
850 Hungerford Drive
Rockville, MD 20850
301-279-3410
Materials in Chinese, French, German, Japanese, and Spanish.

Pittsburgh Public Schools
Foreign Language Office
Pittsburgh Board of Education
341 S. Bellefield Avenue
Pittsburgh, PA 15213
412-488-2500

School District of Kansas City, Missouri
Foreign Language Curriculum Specialist
301 E. Armour Blvd.
Kansas City, MO 64111
816-871-6313
Materials in French, German, and Spanish.

Wilmette Public Schools
Curriculum Coordinator
Wilmette Public Schools
615 Locust Road
Wilmette, IL 60091
708-256-2450
Content-based thematic curriculum for Grades 4 and 5 in French, German, and Spanish.

University of Denver
Foreign Language in Elementary and Middle Schools (FLEAMS).
Department of Foreign Languages and Literatures
University of Denver, University Park
Denver, CO 80208
303-871-2185, 303-871-2662
Curriculum materials in French, Spanish, German, and Japanese.

PROFESSIONAL ORGANIZATIONS AND CONFERENCES

NON-LANGUAGE-SPECIFIC ORGANIZATIONS

Advocates for Language Learning
Paul Garcia
P.O. Box 1614
Independence, MO 64055

American Forum for Global Education
45 John Street
Suite 1200
New York, NY 10038
212-732-8606

Canadian Association of Immersion Teachers
1815 Promenade Alta Vista, Suite 101
Ottawa, Ontario K1G 3Y6
Canada

Center for Applied Linguistics (CAL)
1118 22nd Street NW
Washington, DC 20037
202-429-9292

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
202-429-9292

Joint National Committee for Languages (JNCL)
300 Eye Street N.E. - Suite 211
Washington, DC 20002
202-546-7855

National Association for Bilingual Education
1220 L Street, Suite 605
Washington, DC 20005
202-898-1829

National Association of District Supervisors of Foreign Languages (NADSFL)
Erwin A. Petri, Editor
Milburn High School
Milburn, NJ 07041

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street NW
Washington, DC 20237
800-321-6223
202-467-0867

National Council of State Supervisors of Foreign Languages (NCSSFL)
Walter H. Bartz

Foreign Language Consultant
Indiana Department of Education.
Division of Curriculum
Room 229, State House
Indianapolis, IN 46204-2798
317-232-9157

National Foreign Language Center
1619 Massachusetts Ave. NW
Washington, DC 20036
202-667-8100

National Network for Early Language Learning (NNELL)
Nancy Rhodes, Executive Secretary
1118 22nd Street NW
Washington, DC 20037
202-429-9292

Second Language Acquisition by Children Conference (SLAC)
Rosemarie Benya
East Central Oklahoma University
Ada, OK 74820
405-332-8000

LANGUAGE-SPECIFIC ORGANIZATIONS

American Association of Teachers of Arabic
280 HRCB
Brigham Young University
Provo, UT 84602
801-378-4684
American Association of Teachers of French
Fred M. Jenkins, Dept. of French
University of Illinois
57 E. Armory Ave.
Champaign, IL 61820
217-333-2842

American Association of Teachers of German
Helene Zimmer-Loew, Executive Director
112 Haddontowne Court #104
Cherry Hill, NJ 08034
609-795-5553

American Association of Teachers of Italian
Department of Romance Languages

Manogian 413
Wayne State University
Detroit, MI 48202

American Association of Teachers of Slavic and East European Languages
1619 Massachusetts Ave. NW
Washington, DC 20036
202-328-2287

American Association of Teachers of Spanish and Portuguese
Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762-6349
601-325-2041

American Classical League
Elementary Teachers of Classics Committee
Miami University
Oxford, OH 45056
513-529-4116

American Council of Teachers of Russian
1619 Massachusetts Ave. NW
Washington, DC 20036
202-328-2287

American Council of Teachers of Uncommonly Taught Asian Languages
Dinh-Hoa Nguyen, Dept. of Linguistics
Southern Illinois University
Carbondale, IL 62901
American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Boulevard
Yonkers, NY 10701
914-963-8830
FAX 914-963-1275

Association of Teachers of Japanese
Hillcrest 1
Middlebury, VT 05753

Canadian Parents for French
309 Cooper Street, Suite 210
Ottawa, Ontario K2P 0G5
Canada

Chinese Language Teachers Association
1200 Academy Street
Kalamazoo College
Kalamazoo, MI 49006-3295
201-761-9447

Teachers of English to Speakers of Other Languages (TESOL)
1600 Cameron Street, Suite 300
Alexandria, VA 22314
703-836-0774

For further information regarding language service organizations, see the CAL–ERIC/CLL publication (1993) *Speaking of Language: A Directory of Language Service Organizations*, edited by Paula Conru, Vickie Lewelling, and Whitney Stewart.

NEWSLETTERS AND JOURNALS

Canadian Modern Language Review/
La Revue canadienne des langues vivantes
237 Hellems Avenue
Welland, Ontario L3B 3B8
Canada

FLES NEWS
Marcia Rosenbusch, Editor
300 Pearson Hall
Iowa State University
Ames, IA 50011

CONTACT (Canadian Review for French Teachers)
Simon Fraser University
Faculty of Education
Burnaby, BC V5A 1S6
Canada

AATF National Bulletin
Jane Black Goepper
American Association of Teachers of French
57 East Armory Ave.
Champaign, IL 61820

Die Unterrichtspraxis
American Association of Teachers of German

112 Haddontowne Court, #104
Cherry Hill, NJ 08034

Foreign Language Annals
ACTFL American Council on the Teaching of Foreign Language
6 Executive Boulevard, Upper Level
Yonkers, NY 10701

The French Review
American Association of Teachers of French
57 East Armory
Champaign, IL 61820

Hispania
American Association of Teachers of Spanish and Portuguese
Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762-6349

Iowa FLES Newsletter
Marcia Rosenbusch, Editor
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

NABE Journal
1220 L Street NW, Suite 605
Washington, DC 20005

TESOL Journal
Teachers of English to Speakers of Other Languages
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751

Publishers

The lists below include suppliers of materials and resources known to the author at this time. The addresses given are believed to be accurate at the time of printing. The author does not pretend to have produced a balanced or a definitive list of resources, nor to have noted all possible useful materials available from each source listed. The list is intended to provide a starting point for exploring available materials, but the best information can be obtained from the companies themselves.

ABC School Supply Inc.
6500 Peachtree Industrial Blvd.
P.O. Box 4750
Norcrosse, GA 30091
Visuals, realia, and manipulatives.

American Forum
45 John Street
Suite 1200
New York, NY 10038
212-732-8606
Books and other resources for global education, the environment, and other issues.

American Guidance Service (AGS)
Publisher's Building
Circle Pines, MN 55014-1796
800-328-2560 (out-of-state)
Peabody Picture Collection flashcards.

Berty Segal, Inc.
1749 Eucalyptus Street
Brea, CA 92621
Total Physical Response materials.
China Books & Periodicals, Inc.
2929 Twenty-fourth Street
San Francisco, CA 94110
415-282-2994
Chinese materials.

Constructive Playthings
1227 East 119th Street
Grandview, MO 64030-1117
800-832-0224
Catalog of equipment, educational toys and games, and creative materials for pre-school and elementary grade school children. Good source for manipulatives.

Continental Book Company
11-03 46th Ave.
Long Island City, NY 11101
Books in many languages.

The Creative Edge
2495 N. Forest Rd.
Amherst, NY 14068
716-689-1657
800-626-5052
Offers *The Magnetic Way*, a system of flexible, metallic-coated visuals that can be layered and manipulated on a special magnetic board.

Cuisinaire Co. of America, Inc.
12 Church Street, Box D
New Rochelle, NY 10802
800-237-3142
914-235-0900
Educational toys, manipulatives, models, and kits for teaching mathematics and science.

D.C. Heath and Co.
125 Spring St.
Lexington, MA 02173
Kindergarten French kit.

Delta Education
Box M
Nashua, NH 03061-6012
800-258-1302
Mathematics and science manipulatives.

Delta Systems Co., Inc.
1400 Miller Pkwy.
McHenry, IL 60050
800-323-8270
Catalog of Spanish, French, and German books and resources.

Developmental Learning Materials (DLM Teaching Resources)
One DLM Park, P.O. Box 4000
Allen, TX 75002
800-527-4747 (out-of-state)
800-442-4711 (in Texas)
Supplementary materials for language acquisition, mathematics, and reading skills. All Purpose Photo Library flashcards.

Early Advantage
47 Richards Avenue
Norwalk, CT 06857
Source for *Muzzy* video in French, German, Italian, and Spanish.

EMC Publishing
300 York Avenue
St Paul, MN 55101
800-328-1452
Educational materials for teaching Spanish, German, Italian, French, Russian, Portuguese, and Greek.

ERIC Clearinghouse on Languages & Linguistics
1118 22nd Street, NW
Washington, DC 20037
202-429-9292
Monographs, fact sheets, bibliographies, and computer searches of the ERIC database.

Fiesta Publishing Corp.
6360 N.E. 4th Court
Miami, FL 33138
305-751-1181
Spanish-language titles including children's classics for ages 8 - 14.

French For Fun
4965 Hames Drive
Concord, CA 94521
415-798-4287
Books and games in French for FLES classes.

The French & Spanish Book Corporation
115 Fifth Avenue
New York, NY 10003
212-673-7400
Authentic children's books in French and Spanish.

Gessler Publishing Company
55 West 13th Street
New York, NY 10011
212-627-0099
FLES programs for all languages; language-specific posters, realia, and manipulatives for Chinese, Japanese, and Russian.

Hampton-Brown Books for Bilingual Education
P.O. Box 223220

Carmel, CA 93922
800-333-3510
Storybooks, big books, and teacher resource books in Spanish.

Ideal School Supply Co.
11000 S. Lavergne Ave.
Oak Lawn, IL 60453
All types of supplementary materials for teaching and general supplies.

Interstate Periodical Distributors, Inc.
Box 2237, 201 E. Badger Rd.
Madison, WI 53701
Periodicals in foreign languages.

Japanese American Curriculum Project (JACP) Inc.
414 East Third Avenue
San Mateo, CA 94401
415-353-9408
Catalog of Asian American books, activities, and audiovisual materials.

Judy/Instructo
Minneapolis, MN 55406
612-721-5761
Flannel boards, books, science kits, and educational toys for preschool, early childhood, elementary, and special education classes.

The Kiosk
19223 De Havilland Dr.
Saratoga, CA 95070
408-996-0667
Collection of books, games, and realia in Spanish, French, and German.

Lakeshore Curriculum Materials Co.
2695 E. Dominguez Street
P.O. Box 6261
Carson, CA 90749
800-421-5354
General collection of manipulatives, teaching aids, and realia.
Langenscheidt Publishers
46-35 54th Rd.
Maspeth, NY 11378
718-784-0055
Materials for German teaching.

Languages for Kids
68 77th Street
Brooklyn, NY 11209
718-748-1879
Curricula for Spanish, French, Italian, and German elementary classrooms.

Longman Inc.
95 Church St.
White Plains, NY 10601
800-447-2226
Elementary school Latin and FLES materials.

Midwest European Publications/Adler's Foreign Books
915 Foster Street
Evanston, IL 60201
800-235-3771
Source for imported and domestic books, magazines, cassettes, and teaching materials in French, Spanish, and German.

National Dairy Council
6300 N. River Rd.
Rosemont, IL 60018-4233
708-696-1860, Ext. 220
Educational materials and videos on nutrition and health for preschoolers to adults. Available in English and Spanish.

National Textbook Co.
4255 West Touhy Ave.
Lincolnwood, IL 60646-1975
800-323-4900
Basic and supplementary elementary and secondary school materials and other foreign language and professional resources.

Rigby
P.O. Box 797
Crystal Lake, IL 60014
800-822-8661
Big books in Spanish.

Santillana Publishing Co.
257 Union St.
Northvale, NJ 07647
201-767-6961
Foreign language Spanish programs for the elementary grades.

Scott Foresman and Co.
1900 E. Lake Ave.
Glenview, IL 60025
Elementary and secondary textbooks and supplementary materials.

Silver Burdett Co.
250 James St.
Morristown, NJ 07960
Spanish materials in subject-content areas.

Sky Oaks Productions, Inc.
P.O. Box 1102
Los Gatos, CA 95031
408-395-7600
Total Physical Response materials.

UNICEF
331 E. 38th St.
New York, NY 10016
Games, posters, calendars.

United Nations Bookshop
One United Nations Plaza
New York, NY 10017
800-553-3210 (Bookshop)
Flags, flag postcards, and other international materials.

APPENDIX

The Appendix is intended as a source of information for school districts to begin networking and finding information regarding elementary school language programs. The list of immersion programs indicates schools across the country that are involved in immersion and partial immersion. The list of state foreign language supervisors is provided so that readers can make contact with appropriate individuals and programs in each state. The working bibliography prepared by Carol Ann Pesola will be helpful to those looking for research to support elementary school foreign language programs.

CAL IMMERSION LIST

The list that follows on the next eleven pages was compiled by the Center for Applied Linguistics and was current as of April 1992.

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Alaska	Anchorage/Baxter	-Started 1988 -Partial immersion -Funding: special grant	1	28 Grade 3	1	Spanish	Carol A. Hussey, Principal Baxter Elementary School 2991 Baxter Rd. Anchorage, AK 99504 907-333-6559
Alaska	Anchorage/Sandlake	-Started 1989 -Partial immersion	1	50 Grade 1	2	Japanese	Denice Clyne, Principal Sandlake Elementary School 7500 Jewel Lake Rd. Anchorage, AK 99502 907-243-2161
California	Culver City	-Started 1971 -Local funding -Total immersion -Magnet school	1	160	5	Spanish	Dennis Fox, Principal El Rincon Elementary School 11177 Overland Ave. Culver City, CA 90230 213-839-5285
California	Davis	-Started 1982 -Local funding and parental assistance -Total immersion	3	251 Grades K-6	10	Spanish	Mary Lin Pitalo Davis Joint Unified School District 526 B St. Davis, CA 95616 916-756-0144
California	Long Beach Unified School District	-Started 1989 -Total immersion -Magnet school -Local funding -Will continue to add one grade each year until it is a K-5 program	1	50	2	Spanish	Janice McNab, Principal Patrick Henry Elementary School 3720 Canehill Ave. Long Beach, CA 90808 213-421-3754

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
California	San Diego	-Started 1977 -Special funding in initial years; magnet funding now -Total immersion for K-6 -Partial immersion 7-12 -Magnet schools	6 (includes 2 secondary schools)	705 Total imm. 95 Partial imm.	43	French Spanish	Tim Allen, Director of Second Language Education San Diego City Schools Education Center 4100 Normal St. San Diego, CA 92103-2682 619-293-8096
California	San Francisco/Buena Vista	-Started 1983 -Local funding -Total immersion -Grades K-1: 90% immersion (English is oral enrichment) Grade 2: 80% immersion (transfer to English reading)	1	315	10	Spanish	Linda Luevano, Principal Buena Vista Elementary School 1670 Noe St. San Francisco, CA 94127 415-239-0518
California	San Francisco/West Portal	-Started 1984 -Local funding -Total immersion (with 80% Chinese, 20% English)	1	72	8	Cantonese	Kathleen Shimizu, Principal West Portal Elementary School 5 Lenox Way San Francisco, CA 94127 415-821-1852
California	San Jose School District	-Started 1986 -Total immersion -Magnet school -Local and state funding -Two-way immersion: classes include native Spanish speakers and native English speakers	1	170 Grades K-3	6	Spanish	Linda Luporini-Hakmi, Resource Teacher Billingual Immersion Program Washington School 100 Oak St. San Jose, CA 95119 408-998-6261

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
California	Stockton Unified School District	-Started 1987 -Total immersion in K shifting to partial immersion by grade 5 -Magnet school -Articulated with junior and senior high programs -Federal and state funding -Will continue to add one grade each year until it is a K-5 program	1	67 Grades K-2	3 Spanish 1 English	Spanish	Ann Tuliao Valenzuela Multilingual Multicultural School 419 E Downing Stockton, CA 95206 209-944-4275
District of Columbia	Washington, DC/ Washington International	-Started 1966 -Tuition (independent school) -Total immersion, Nursery & Kindergarten -Partial immersion, grades 1-8 -Additional option of a Dutch language & literature program, grades 4-12 -I.B. in grades 11 & 12	1	570	72	French Spanish Dutch	Dexter Lewis, Headmaster Washington International School 3100 Macomb St. NW Washington, DC 20008 202-364-1818
District of Columbia	Washington, DC/Oyster	-Started 1971 -Local funding -Partial immersion	1	310 Pre K-6	12 Spanish 12 English	Spanish	Elena Izquierdo, Principal Oyster Elementary School 29th and Calvert Sts. NW Washington, DC 20008 202-673-7277
Hawaii	Honolulu	-Started 1987 -Total immersion -State funding	2	80	4	Hawaiian	Robert Lokomaika'iokalani Snakenberg 189 Lunalilo Home Rd. Honolulu, HI 96825 808-395-8782

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Illinois	Chicago Public Schools	-Started 1975 -Funding: local, state, bilingual, OEEO -Partial immersion -Magnet school -Two-way immersion: classes include 60% native Spanish speakers and 40% native English speakers	1	630 Grades Pre-K-8	30	Spanish	Eva Helwing, Principal Inter-American Magnet School 919 W. Barry Chicago, IL 60657 312-880-8190
Maryland	Montgomery County Public Schools/ Rolling Terrace	-Started 1983 -Small outside funding -Partial immersion	1	173 Grades K-6	5	Spanish	Geraldine Meltz, Principal Rolling Terrace Elementary School 705 Bayfield St. Silver Spring, MD 20912 301-431-7600
Maryland	Montgomery County Public Schools/Oak View	-Started 1974 -Small outside funding -Total immersion -Articulation with jr. high: one subject course per year for former immersion pupils	1	272 Grades K-6	10	French	William Baranick, Principal Oak View Elementary School 400 E. Wayne Ave. Silver Spring, MD 20901 301-650-6434
Maryland	Montgomery County Public Schools/Rock Creek Forest	-Started 1977 -Local funding -Total immersion -Magnet school	1	112 Grades K-6	5	Spanish	Sandra Walker, Principal Rock Creek Forest Elementary School 8330 Grubb Rd. Chevy Chase, MD 20815 301-650-6410
Maryland	Prince George's County Public Schools	-Started 1986 -Total immersion -Magnet schools -Funding: local, state, and federal	2	225 Grades K-3 expanding to grade 6	9	French	Pat Barr-Harrison or Dora Kennedy Foreign Language Supervisors Prince George's County Public Schools 7801 Sheriff Rd. Landover, MD 20785 301-386-1519

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Massachusetts	Holliston	-Started 1979 -Local funding -Total immersion K-2, partial immersion 3-4 -Partial immersion offered in middle school	1	125	5	French	Anne Towle Miller Elementary School Woodland St. Holliston, MA 01746 508-429-1600
Massachusetts	Milton Public Schools	-Started 1987 -Local funding -Total immersion	1	86 Grades 1-2	4	French	Mary B. Schofield Asst. Supt. of Schools Milton Public Schools 44 Edge Hill Rd. Milton, MA 02186 617-696-7220
Michigan	Detroit/FLICSS	-Started 1984 -Local funding and parental assistance -Total immersion	1	152 Grades K-4	7	Spanish French Chinese, Japanese Starting 1989/90 Grades K-1	Incala D. Chambers, Administrator-in-Charge Foreign Language Immersion & Cultural Studies School 3550 John C. Lodge Detroit, Michigan 48201 313-494-0298
Michigan	Detroit/International	-Started 1981 -Tuition (independent school) -Parental assistance -Partial immersion	1	40	6	French German	Teresa Carlson Academic Director The International School 30800 Evergreen Southfield, MI 48076 313-642-1178

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Minnesota	Minneapolis Public Schools	-Started 1985 -Local and federal funding -Partial immersion -Math, sci., soc. studies, taught in Spanish	1	250 Grades K-6	8	Spanish	Fred Dietrich, Principal Wilder Fundamentals School 3322 Elliot Ave. South Minneapolis, MN 55407 612-627-2634 or Lee Lundin, Consultant, World Languages Minneapolis Public Schools 807 NE Broadway Minneapolis, MN 55413 612-627-2184
Minnesota	Robbinsdale School District	-Started 1987 -Total immersion -Magnet school	1	170	5	Spanish	Kathryn House Language Immersion Sigurd Olson School 1751 Kelly Drive Golden Valley, MN 55442 612-546-7126
Minnesota	St. Paul	-Started 1986 -Total immersion -Magnet school -Will add one grade each year until it is a K-6 program	1	150	8	Spanish	Al Pieper, Principal Adams School 615 S. Chatsworth St. Paul, MN 55102 612-298-1595 or Howard Hathaway, Supervisor World Languages St. Paul Public Schools 360 Colborne St. St. Paul, MN 55102 612-228-3649

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Missouri	Kansas City	-Started 1987 -Local and state funding -Magnet schools -Immersion and FLES -To be articulated through grade12	9	2500	73	French German Spanish	Paul A. Garcia Curriculum Specialist, Foreign Language School District of Kansas City 3710 Paseo Kansas City, MO 64109 816-968-4746
New York	Rochester	-Started 1981 -Local funding with additional Chap. II funds -Total immersion (except English reading) -Magnet schools	4	185 Grades 1-3	6	Spanish	Alessio Evangelista Director Foreign Language Dept. City School District 131 W. Broad St. Rochester, NY 14608 716-325-4560 (x2315)
North Carolina	Gates County School District	-Started 1988 -Partial immersion -Local and state funding -Small rural school district	2	67	2	French	Alline B. Riddick or Michael T. Conner P.O. Box 125 Gatesville, NC 27938 919-357-1113
North Carolina	Western Rockingham City Schools	-Started 1987 -Partial immersion -Social studies is taught in Spanish	1	57	1	Spanish	Gail C. Collins, Principal Charles H. Scott Elementary School 410 Decatur St. Madison, NC 27025 919-548-9629

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Ohio	Cincinnati Public Schools	-Started 1974 -Local funding -Magnet schools -Articulated with junior and senior high -Partial immersion in 6 schools; foreign language integrated into curriculum, e.g. art, music, and P.E. in 4 schools	Partial immersion:				Nelida Mietta-Fontana or Carolyn Andrade, Supervisors Cincinnati Public Schools 230 E. 9th St. Cincinnati, OH 45202 513-369-4937
			4	1083	24	Spanish	
			2	766	17	French	
			Curriculum integrated:				
			1	215	3	Spanish	
			1	255	3	French	
			1	585	4	German	
				50	2	Arabic	
			1	61	2	Chinese	
				79	2	Japanese	
				48	2	Russian	
			1 Middle school	509	16	Arabic, Chinese, French, German, Japanese, Russian, Spanish	
Ohio	Columbus Public Schools	-Started 1987 -Local funding only -Total immersion -Magnet school -Articulated with junior and senior high	1	275 K-5	10	French	Diane Ging, Foreign Language Supervisor Alum Crest Center 2200 Winslow Dr. Columbus, OH 43207 614-365-5022
			1	175 K-5	8	Spanish	
Oklahoma	Tulsa Public Schools (Independent School District #1)	-Started 1981 -Local and federal funding -Total immersion -Partial immersion in middle school	1	125	6	Spanish	Jerry D. Carr, Principal Eliot Elementary School 1442 E. 36th St. Tulsa, OK 74105 918-743-9709
Oregon	Eugene/Fox Hollow (District 4J)	-Started 1983 -Local funding -Partial immersion -Magnet school -Program will continue to expand through middle school and an international H.S. program	1	230	12	French	Nancy Nelson, Principal Fox Hollow French School 5055 Mahalo Eugene, OR 97405 503-687-3177

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Oregon	Eugene/Meadowlark (District 4J)	-Started 1983 -Local funding -Partial immersion -Magnet school -Program will continue to expand through middle school and an international H.S. program	1	245	14	Spanish	Ernie Carbajal, Principal Meadowlark Bilingual School 1500 Queens Way Eugene, OR 97401 503-687-3368
Oregon	Eugene/Yugin Gakuen (District 4J)	-Started 1988 -Local funding -Magnet school -Will continue to add one grade each year until it is a 1-12 program	1	25 Grade 1	2	Japanese	Darby Giannone, Principal Yugin Gakuen 250 Silver Lane Eugene, OR 97404 503-687-3165
Oregon	Portland Public Schools	-Started Spanish 1987 -Started Japanese 1989 -Partial immersion -Magnet school -Local funding -Will continue to add 1 grade each until it is a K-5 program -Middle and high school programs planned to receive magnet graduates	3	350 Spanish Grades K-3 50 Japanese Grade K	7 Spanish 7 English 1 Japanese 1 English	Spanish Japanese	Mary Jubitz Elementary Curriculum Coordinator Portland Public Schools 3830 SE 14th Portland, OR 97202 503-280-6196
Texas	Fort Worth	-Started 1983 -Local funding -Partial immersion	2	140 Grades K-5	7	Spanish	Annette Lowry, Foreign Language Dept. Ft. Worth Independent School District 3210 W. Lancaster Ft. Worth, TX 76107 817-927-0528
Utah	Alpine School District/ Cherry Hill	-Started 1978 -Local funding -Total immersion	1	135 Grades 1-6	5	Spanish	Darrell L. Jensen Cherry Hill School 250 East 1650 South Orem, UT 84058 801-227-8710

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Utah	Alpine School District /Meadow	-Started 1983	1	169 Grades 1-6	6	Spanish	Jack Reid, Principal Meadow School 176 S 500 W Lehi, UT 84043 801-768-3569
Utah	Alpine School District/ Northridge	-Started 1983	1	108 Grades1-5	2	Spanish	Bruce Farrer, Principal Northridge School 1660 N 50 E Orem, UT 84057 801-227-8720
Utah	Alpine School District/Manila	-Started 1984	1	86 Grades 1-4	3	Spanish	John Burton, Principal Manila School 1726 N 600 W Pleasant Grove, UT 84062
Utah	Alpine School District/Windsor	-Started 1982	1	186 Grades 1-6	3	Spanish	Steve Cherrington, Principal Windsor School 1315 N Main Orem, UT 84058 801-227-8745
Utah	Salt Lake City School District	-Started 1983 -Total immersion -Local funding	1	99	4	Spanish	Mary Haney, Principal or Aida Lopez, Foreign Language Specialist Newman Elementary School 1269 N Colorado St. Salt Lake City, Utah 84116 801-533-3055
Virginia	Arlington County Public Schools	-Started 1986 -Local funding -Partial immersion -Two-way immersion	1	87 Grades 1-4	4	Spanish	Paul Wireman, Principal Key Elementary School 2300 Key Blvd. Arlington, VA 22201 703-358-4210

TOTAL AND PARTIAL IMMERSION LANGUAGE PROGRAMS IN U.S. ELEMENTARY SCHOOLS, 1989

State	School District	Comments	No. of Schools	No. of Pupils	No. of Teachers	Languages	Contacts
Virginia	Fairfax County Public Schools	-Started 1989 -Partial immersion -Funding: local, federal -To be articulated with junior and senior high	8	480	8	French Japanese Spanish	Maria Wilmeth Fairfax County Public Schools 3705 Crest Drive Annandale, VA 22003 703-698-7500
Washington	Bellevue Public Schools	-Started 1986 -Total immersion -Will continue to add one grade each year until it is a K-5 program	1	172	7	Spanish	Frank Koontz, Director of School Instructional Services Pre/K-5 Bellevue Public Schools P.O. Box 90010 Bellevue, WA 98009-9010 206-455-6028
Wisconsin	Milwaukee Public Schools	-Started 1977 -Local funding -Total immersion begins with 4 yr. old kindergarten -Continuing immersion in middle school: social studies, language arts and math in 2nd language -Continuing immersion in high school: language arts and social studies in the 2nd language	3 elementary schools 1 middle school 1 high school	361 French, K-5 397 German, K-5 344 Spanish, K-5 352 Middle school 41 High school	61	French German Spanish	Helena Curtain Foreign Language Curriculum Specialist Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201 414-475-8305

NOTE: This list includes elementary schools that teach all or part of their curriculum through a second language (referred to as total or partial immersion programs). The majority of these programs are for students whose native language is English and who are developing proficiency in a second language. A few sample "two-way immersion" programs (also known as "bilingual immersion" or "interlocking" programs), where classes include both native English and Spanish speakers learning both languages, are also included. For more information, contact:

Center for Applied Linguistics
1118 22nd Street NW
Washington DC 20037
(202) 429-9292

STATE FOREIGN LANGUAGE SUPERVISORS

Alabama
John W. Howard and Joanna B. Crane
Specialists, Foreign Languages
Division of Instructional Services
State Department of Education
50 N. Ripley Street
Montgomery, AL 36193
205-242-3018

Alaska
Michael Travis
Program Manager, Foreign Languages
Division of Educational Program Support
Alaska Department of Education
P.O. Box F
Juneau, AK 99811
907-465-2970

Arizona
Robert Sosa, Bilingual Unit
State Department of Education
1535 West Jefferson
Phoenix AZ 85007
602-255-5138

Arkansas
Susan M. Grier
Specialist, Foreign Language Education
Department of Education
State Education Buildings
4 Capitol Mall
Little Rock, AR 72201
501-682-4398

California
Fred Dobb
Foreign Languages and International Studies Unit
California State Department of Education
P.O. Box 944272
Sacramento, CA 94244
916-445-9318/9317

Colorado
Mary Apodaca
Foreign Language Consultant
Colorado Department of Education
201 E. Colfax
Denver, CO 80203
303-866-6720

Connecticut
Mary Ann Hansen
Foreign Language Consultant
State Department of Education
P.O. Box 2219
Hartford, CT 06145
203-566-3278

Delaware
Rebecca Scarborough
Supervisor, Foreign Languages
Delaware Department of Public Instruction
Townsend Building, P.O. Box 1402
Dover, DE 19903
302-736-4887

District of Columbia
Marion E. Hines
Director, Foreign Languages
Langdon Instructional Services Center
20th and Franklin Streets, NE
Washington, DC 20018
202-576-7813

Florida
Gabriel M. Valdes
Foreign Language Program Specialist
State Department of Education
444 Florida Education Center
Tallahassee, FL 32399
904-487-1636

Georgia
Gregory Duncan
Coordinator of Foreign Languages
Georgia Department of Education
1954 Twin Towers East

Atlanta, GA 30334
604-656-2414

Hawaii
Anita Bruce
Hawaii Department of Education
189 Lunalilo Home Road
Honolulu, HI 96825
808-395-8252

Idaho
Rudy Leverett
Coordinator, Humanities and Foreign Languages
Bureau of Instruction, Idaho Department of Public Instruction
650 West State Street
Boise, ID 83720
208-334-2113

Illinois
Tom Hansen
Educational Consultant
Illinois State Board of Education
Springfield, IL 62777
217-782-2826

Indiana
Walter Bartz
Consultant
Foreign Language Education Consultant
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
317-269-9157

Iowa
Paul Hoekstra
Foreign Language Consultant
Bureau of Instruction & Curriculum, Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
515-281-7806

Kansas
Maria C. Collins
Foreign Language Specialist

State Department of Education
120 East 10th Street
Topeka, KS 66612
913-296-2198

Kentucky
Anthony L. Koester
Kentucky State Department of Education
Frankfurt, KY 40601
502-564-2672

Louisiana
Perry Waguespack
Director, Bureau of Academic Support
Louisiana State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
504-342-3453

Maine
Donald H. Reutershan, Jr.
Foreign Language Consultant
Division of Curriculum
Maine Department of Education and Cultural Services
State House Station 23
Augusta, ME 04333
207-289-5925

Maryland
Dorothy V. Huss
Foreign and Second Language Learning Specialist
Maryland State Department of Education
Division of Instruction
200 W. Baltimore Street
Baltimore, MD 21201
301-333-2352

Massachusetts
Gilman Hebert
Acting Director
Office of Education of Education, Language Minority Students
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169
617-770-7545

Michigan
Foreign Language Specialist
Instructional Specialists Program
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
517-373-1484

Minnesota
Suzanne P. Jebe
Program Specialist
World Languages Education
Minnesota Department of Education
640 Capitol Square
550 Cedar Street
St. Paul, MN 55101
612-296-4073

Mississippi
Jean Wells, Language Arts Specialist
Bureau of Instructional Services
State Department of Education
P.O. Box 771
Jackson, MS 39205
601-359-3778

Missouri
Judith Grimes
State and Federal Programs Supervisor
Missouri State Department of Education
P.O. Box 480
Jefferson City, MO 65102
314-751-2625

Montana
Duane Jackson
Consultant for Second Languages
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
406-444-3129

Nebraska
Mel Nielsen
Foreign Language Consultant

State Department of Education
301 Centennial Mall South
Lincoln, NE 68509
402-471-2446

Nevada
Bill Abrams
Education Consultant
Nevada Department of Education
Capitol Complex
Carson City, NV 89701
702-885-3136

New Hampshire
Robert R. Fournier
Foreign Language Education
Director, Bilingual/Multicultural Education
New Hampshire State Department of Education
101 Pleasant Street, Office Park South
Concord, NH 03301
603-271-2632

New Jersey
Paul Cohen
Division of General Academic Education
State Department of Education
225 West State Street
Trenton, NJ 08625
609-984-1805

New Mexico
Ezquiel Benevides
Bilingual Education/Modern and Classical Languages
Department of Education
Education Building
Santa Fe, NM 87501

New York
Paul E. Dammer, Chief
Bureau of Foreign Language Education
Room 228 EB; State Education Department
Albany, NY 12234
518-474-5927

North Carolina
Frances Hoch
Director, Foreign Languages
State Department of Public Instruction
Division of Second Language Studies
301 North Wilmington Street
Raleigh, NC 27601
919-715-1800

North Dakota
Valerie Babb
Foreign Language Representative
North Dakota Curriculum Council
56 Country Club Acres
Minot, ND 58701

Ohio
Reid E. Baker
Foreign Language Education, Consultant
Ohio Department of Education
65 South Front Street, Room 1005
Columbus, OH 43266
614-466-2211

Oklahoma
Angella Seesaran
Foreign Language Education Specialist
Oklahoma State Department of Education
2500 North Lincoln Blvd.
Oklahoma City, OK 73105
405-521-3361

Oregon
David Arlington
Humanities & Foreign Languages Specialist
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310
503-373-7898

Pennsylvania
Larrie McLamb, Jr.
Language Education Advisor
Pennsylvania Department of Education
333 Market Street, 8th Floor

Harrisburg, PA 17126
717-787-7098

Rhode Island
Virginia M. C. da Mota
Coordinator, Unit for Limited English Proficient Students
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
401-227-6830

South Carolina
Cindy Saylor
State Consultant
Foreign Languages/Bilingual Education
South Carolina Department of Education
801 Rutledge Building
Columbia, SC 29201
803-734-8378

South Dakota
Connie Colwill
Secondary Curriculum Specialist
Instructional Services, Division of Education
700 Governor's Drive
Pierre, SD 57501

Tennessee
Judith Morgan
Foreign Languages/Language Arts Consultant
Tennessee Department of Education
Cordell Hull Bldg
Nashville, TN 37219
615-741-7856

Texas
Robert W. LaBouve
Director of Languages
Division of General Education
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
512-463-9556

Utah
Joan Patterson
Foreign Language Consultant
Division of Curriculum and Instruction
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111

Vermont
Jessica Turner
Consultant, Foreign Languages
Division of Elementary-Secondary Education
State Department of Education
Montpelier, VT 05602
802-828-3111

Virginia
David E. Cox and Helen V. Jones
Supervisors—Foreign Languages, ESL, and Bilingual Education
State Department of Education
P.O. Box 6-Q
Richmond, VA 23216
804-225-2055

Washington
Joel Dial
Office of Bilingual and Foreign Language education
State Office of Public Instruction
Olympia, WA 98504
206-753-2573

West Virginia
Deborah Brown, Coordinator
Foreign Languages, West Virginia Department of Education
Capitol Complex, Building 6, Room B-330
Charleston, WV 25305
304-348-7805

Wisconsin
Paul Sandrock
Consultant, Foreign Language Education
State Department of Public Instruction
1225 South Webster Street, P.O. Box 7841
Madison,WI 53707
608-266-3079

Wyoming
Paul O. Soumokil
Coordinator, Foreign Languages and Bilingual Education
State Department of Education
State Office Building, West
Cheyenne,WY 82001
307-777-6234

RESEARCH TO SUPPORT RATIONALE FOR ELEMENTARY SCHOOL FOREIGN LANGUAGES

WORKING BIBLIOGRAPHY

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Describes student performance in the Cincinnati Foreign Language Magnet Program. These children score well above anticipated national norms in both reading and mathematics and higher than the average of all magnet school participants, despite the fact that they represent a broad cross-section of the Cincinnati community.

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Bastian, T. R. (1980). An investigation into the effects of second language learning on achievement in English (Doctoral dissertation, University of Idaho). *Dissertation Abstracts International, 40,* 6176A-6177A.
Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievement tests in English, when compared with students who did not study a foreign language.

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in the elementary schools: A comparison of three language programs. *Modern Language Journal, 69,* 45-54.
Compares language skills of students in FLES, partial immersion, and immersion programs who had studied the language for four to seven years.

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Cohen, A. (1974). The Culver City Spanish immersion program: The first two years. *Modern Language Journal, 58* (3), 95-103.
Demonstrates student progress in second language acquisition while maintaining par with English-speaking peers in math and other basic subjects.

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Donoghue, M. R. (1981). Recent research in FLES. *Hispania, 64,* 602-604.
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Genesee, F. (1986). *Learning through two languages: Studies of immersion and bilingual education.* Cambridge, MA: Newbury House.
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Canadian immersion programs. Compares first language development and growth in academic areas.

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Reports the results of a four-year study of Cincinnati immersion programs. Researchers conclude that immersion students score comparably with students in English-only programs in all basic skills areas. Working-class immersion students, both Black and White, scored as well as middle-class students on measures of their listening and oral performance in French.

Horstmann, C. C. (1980). The effect of instruction in any of three second languages on the development of reading in English-speaking children. *Dissertation Abstracts International, 40,* 3840A.

Compared reading scores in Cincinnati program between French, German, and Spanish learners in Grade 2 and a control group. There were no deficiencies; German group showed a significant positive difference over control group.

Johnson, C. E., Flores, J. S., & Ellison, F. P. (1963). The effect of foreign language instruction on basic learning in elementary schools. *Modern Language Journal, 47,* 8-11.

Performance on Iowa Test of Basic Skills was compared for fourth graders receiving 20 minutes per day of audiolingual Spanish instruction and similar students receiving no Spanish instruction. No significant loss in achievement in other subjects was found; the experimental group showed greater achievement in reading vocabulary and comprehension.

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Divergent thinking ability was improved for FLES participants over non-FLES participants after five years of schooling, although no significant difference was found after three years of schooling.

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Lopata, E. W. (1963). FLES and academic achievement. *French Review, 36,* 499-507.

Classes of third-grade children in New York City and suburban New York schools were taught conversational French for 15 minutes daily. After one year they were evaluated for French skills, and their scores on the Stanford Achievement Test was compared with scores of children who had not received French instruction. All statistically significant differences were in favor of the experimental group, and seven of eight mean differences were in favor of the experimental group. Children were judged to have pronunciation and fluency in French superior to that of high school students with the same amount of instruction.

Masciantonio, R. (1977). Tangible benefits of the study of Latin: A review of research. *Foreign Language Annals, 10,* 375-382.

Examines linguistic benefits of Latin in building English vocabulary and reading skills, based on eight projects.

Mavrogenes, N. A. (1979). Latin in the elementary school: A help for reading and language arts. *Phi Delta Kappan, 60,* 675-77.

Cites studies in several cities in which FLES students surpassed non-FLES students in test performance in reading and language arts. Washington study includes students in Spanish and French as well as Latin.

Mayeux, A. P., & Dunlap, J. M. (1966). French language achievement: The effect of early language instruction on subsequent achievement. University City , MO: University City School District. (ERIC Document Reproduction Service No. ED 070 359).

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Nespor, H. M. (1971). The effect of foreign language learning on expressive productivity in native oral language (Doctoral dissertation, University of California, Berkeley). *Dissertation Abstacts International, 31* , 682A.

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Pawley, C. (1985). How bilingual are French immersion students? *Canadian Modern Language Review, 41,* 865-876.

Describes and compares performance of early- and late-immersion Carleton and Ottawa students in Grades 10-12 on tests of French listening, speaking, reading, and writing. Also compares results with those of francophone students. Range is wide but performance is respectable.

Peal, E., & Lambert, W. E. (1962). Bilingualism and intelligence. *Psychological Monographs,* 76, 27.

Monolingual and bilingual French-English 10-year-olds were administered verbal and non-verbal intelligence tests and measures of attitudes toward the English and French communities. Bilinguals performed significantly better on both verbal and nonverbal intelligence tests.

Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana.* Baton Rouge: Louisiana Department of Education.

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Riestra, M. A., & Johnson, C. E. (1964, Fall) Changes in attitudes of elementary school pupils toward foreign-speaking peoples resulting from the study of a foreign language. *Journal of Experimental Education*, *33*, 65-72.
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Samuels, D. D., & Griffore, R. J. (1979). The Plattsburgh French language immersion program: Its influence on intelligence and self-esteem. *Language Learning*, *29*, 45-52.
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Schinke-Llano, L. (1986). *Foreign language in the elementary school: State of the art*. Orlando, FL and Washington, DC: Harcourt Brace, Jovanovich and Center for Applied Linguistics.
An examination of historical and contemporary issues surrounding FLES, emphasizing program design. Comprehensive bibliography.

Vocolo, J. M. (1967). The effects of foreign language study in the elementary school upon achievement in the same foreign language in the high school. *Modern Language Journal*, *51*, 463-469.
FLES students were found to have significantly better performance in listening, speaking, and writing when compared to non-FLES students at the end of an intermediate-level high school French class.

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